

**ACCOUNTING (ACC)****ACC 201 Introduction to Financial Accounting (3)**

Pre: Placement into ENG 100 or equivalent.

An introduction to accounting principles and practices used to record and communicate financial information. Analyze methods for valuing assets, liabilities, and equity of an organization.

**ACC 202 Introduction to Managerial Accounting (3)**

Pre: ACC 201 with C- or better.

An introduction to managerial accounting methods for evaluating performance including cost accounting, budgeting, break-even analysis, ration analysis, standard cost systems, and reporting for internal decision making.

**ACC 323 Intermediate Financial Accounting II (3)**

Pre: BUSA 312.

Application of generally accepted accounting principles to the recognition and measurement of liabilities, contingencies, contributed capital, retained earnings, investments, accounting changes and errors, income recognition, accounting for income taxes, pensions, leases, and the statement of cash flows. (Previously BUSA 313)

**ACC 330 Federal Tax: Individual Income (3)**

Pre: BUSA 312.

Examines federal taxation of individuals including the following: individual tax formula, gross income, inclusions, exclusions, deductions, exemptions, and tax credits. (Previously BUSA 319)

**ACC 340 Intermediate Managerial Accounting (3)**

Pre: ACC 202; and MATH 103 or MATH 115 or higher MATH.

Output of cost accounting systems relevant to managerial decision-making, planning, and control. Topics include: job order, process, direct and standard cost systems, with emphasis on the creative application and analysis of costs. (Previously BUSA 318)

**ACC 409 Accounting Information Systems (3)**

Pre: BUSA 311 or BUSA 312; and ICS 101.

Introduction of the basic theoretical, conceptual, and practical aspects of the accounting information system (AIS). The course will emphasize the design, use, management, audit, and maintenance of such systems, including the latest developments. The course includes hands-on microcomputer spreadsheet and general ledger and associated computer applications. (Previously BUSA 416)

**ACC 418 Auditing (3)**

Pre: Completion of, or concurrent enrollment in ACC 323.

Discussion of auditing concepts, including standards, objectives and ethics for external auditors. Emphasis on reporting standards, internal control, evidence, statistical sampling, and EDP audits. (Previously BUSA 415)

**ACC 419 Advanced Accounting (3)**

Pre: ACC 323.

Advanced accounting topics include business acquisition and combinations, consolidations, consolidating worksheets and consolidating financial statements. Also included are accounting for partnerships, intercompany transactions, and foreign currency translation. (Previously BUSA 418)

**ACC 430 Corporate and Partnership Tax (3)**

Pre: BUSA 312.

An introduction to the federal income tax structure as it applies to corporations and partnerships. The major focus will be upon the conceptual and legal underpinnings of the Internal Revenue Code. (Previously BUSA 419)

**ACC 431 Estate and Gift Taxation (3)**

Pre: ACC 330 with a grade of C- or better.

This course is a survey of the Federal wealth transfer tax system. Topics include computation of the gift tax and the estate tax, and gift and estate compliance requirements. (Previously BUSA 459)

**ACC 450 Governmental Accounting (3)**

Pre: BUSA 312.

Concepts and principles for not-for-profit entities with emphasis on governmental units. Introduction to the fundamentals of fund accounting and financial reporting for state and local government. (Previously BUSA 414)

**ACC 480 Professional Certifications in Accounting (3)**

This course is used as a guide in applying, studying and taking parts of the Certified Public Accounting (CPA) exams. The CPA exams are extremely difficult to pass, but with the help of the professor as well as other peers in the class, the hard work and dedication can pay off. (Previously BUSA 420)

**ACC -98 Selected Topics (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

**ACC -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

**AEROSPACE STUDIES (AS)**

*Note: ROTC courses are held at the University of Hawai'i at Mānoa campus.*

The leadership laboratory is required for all courses. Conducted within the framework of organized cadet corps with progression of experiences designed to develop leadership potential. Involves Air Force customs and courtesies, drills, and career progression.

**AS 101 Foundations of the United States Air Force (1)**

Study of the total force structure, strategic offensive and defensive, general purpose, and aerospace support forces of the Air Force in the contemporary world. A-F only.

**AS 101L Initial Military Training I (1)**

Laboratory consists of activities that focus and promote the Air Force way of life. Instruction will include leadership and followership development, teamwork, physical fitness training, and activities designed to build camaraderie and esprit de corps. Course is open to all majors. CR/NC only.

**AS 102 Foundations of the United States Air Force (1)**

Continuation of 101. A-F only.

**AS 102L Initial Military Training II (1)**

Laboratory consists of activities that focus and promote the Air Force way of life. Instruction will include leadership and followership development, teamwork, physical fitness training, and activities designed to build camaraderie and esprit de corps. Course is open to all majors. CR/NC only.

**AS 201 Evolution of USAF Air and Space Power (2)**

Study of Air Force heritage, Quality Air Force principles, ethics, and an introduction to leadership and group leadership problems. Application of written and verbal communication skills is included. A-F only.

**AS 201L Field Training Preparation I (1)**

Pre: consent.

Laboratory consists of preparing second-year AFROTC cadets with the skills needed to successfully complete AFROTC Field Training. Students will learn basic military skills, Field Training skills, and participate in physical fitness training. CR/NC only.

**AS 202 Evolution of USAF Air and Space Power (2)**

Continuation of 201. A-F only.

**AS 202L Field Training Preparation II (1)**

Pre: consent.

Continuation of 201L. CR/NC only.

**AS 251L Leadership Laboratory (1)**

Coreq: AS 101 and 201; or consent.

Laboratory on the basic skills of leadership and followership. Lab includes application of leadership/followership skills, various field trips to military installations, group projects, and physical training. Repeatable one time. CR/NC only. (Fall only)

**AS 252L Leadership Laboratory II (1)**

Coreq: AS 102 and 202.

Continuation of 251L. Repeatable unlimited times, but credit earned one time only. Sophomore standing or higher. Open to all majors. CR/NC only. (Spring only)

**AS 301 Air Force Leadership Studies (3)**

Focuses on an examination of ethical Air Force leadership and management concepts. Continued emphasis is given to the refinement of ethical thought through writing and debate. A-F only.

**AS 301L Intermediate Cadet Leader I (1)**

Pre: must have completed AFROTC Field Training; or consent.

Laboratory consists of demonstration of leadership and management skills needed to successfully function as an Air Force officer. Instruction will include lessons covering planning, organizational and communication skills, and the ability to use available resources to complete an assigned task. CR/NC only.

**AS 302 Air Force Leadership Studies II (3)**

Pre: must have completed 301.

Continuation of 301. Focuses on an examination of Air Force leadership and management concepts. Continued emphasis is given to the refinement of both written and oral communicative skills. A-F only.

**AS 302L Intermediate Cadet Leader II (1)**

Pre: must have completed AFROTC Field Training; or consent.

Continuation of 301L. CR/NC only.

**AS 401 National Security Affairs (3)**

Pre: Must have completed 301 and 301; or consent.

Study of the national security process, regional studies, advanced leadership, ethics, and Air Force doctrine. Special focus placed on preparation for active duty and current issues affecting professionalism. A-F only. (Fall only)

**AS 401L Senior Cadet Leader I (1)**

Pre: must have completed 301 and 302; or consent.

Laboratory consists of providing prospective Air Force officers opportunities to continue to develop leadership, managerial, and supervisory skills. Instruction will include preparation for active duty. CR/NC only. (Fall only)

**AS 402 National Security Affairs (3)**

Pre: 401 or consent.

Continuation of 401. A-F only.

**AS 402L Senior Cadet Leader II (1)**

Pre: must have completed 301 and 302L; or consent.

Laboratory consists of providing prospective Air Force officers opportunities to continue to develop leadership, managerial, and supervisory skills. Instruction will include preparation for active duty. CR/NC only.

**ANTHROPOLOGY (ANTH)****ANTH 122 Introduction to Sustainability and the Travel Industry in Hawai'i (3)**

In both a local and larger global context, we will examine the current trends in the travel industry, as well as its future for understanding the importance of sustainability. Students will explore the economic, environmental political, cultural and societal components of sustainable tourism. There will be offsite visits in which students experience and learn from local practitioners promoting sustainability and authenticity in the tourism industry. Both off site hosts and speakers will share about both successes and challenges they encounter as well as logistical aspects of the industry. (Cross-list BUSA 122)

**ANTH 151 Emerging Humanity (3)**

This course is an introduction to human biological evolution and the archaeology of culture in the world, prior to AD 1500. (FGA)

**ANTH 152 Culture and Humanity (3)**

As an introduction to the subfield of cultural anthropology, this course examines socio-cultural variation on a global scale. Specific topics include economic and political organization, food subsistence and the environment, colonization and globalization, religion, kinship and descent, marriage and family, language and communication, health anthropology, as well as inequities related to gender, class, ethnicity, and racism. The ways in which contemporary anthropology addresses real world issues is a major component of the course. (FGB)

**ANTH 181 Archaeological Field Techniques - Historic Archaeology (3)**

This introductory-level class features a multi-disciplinary approach to investigating and interpreting historic archaeological sites, focusing on sites dating from the late 19th century to the present. It includes fieldtrips; guest lectures; field and artifact photography; application of historic archival and photographic materials; training in the use of GPS, instrument

mapping, metal detecting, and some excavating; and historic sites recording and historic preservation.

**ANTH 210 Introduction to Archaeology (3)**

Pre: ENG 100.

Archaeology is the study of past cultures and societies through their material remains. This course explores different types of archaeology and examines theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. Additionally, the course examines archaeology as a discipline and its varied forms of study, research, and employment. Class includes a one hour lab per week. (DS)

**ANTH 215 Biological Anthropology (3)**

Pre: ENG 100.

Coreq: ANTH 215L.

Physical anthropology is a biological science which focuses on adaptations, variability, and the evolution of humans and their nearest relatives, living and fossil. This course serves as an introduction to the field. The areas to be covered include the principles of evolution, biological basis of life, Mendelian and population genetics, human diversity, human (climatic) adaptability, growth and nutrition, biological classification, the biology and behavior of non-human primates (primatology), and the study of primate and human fossils (paleoanthropology). (DB)

**ANTH 215L Biological Anthropology Lab (1)**

Pre: ENG 100.

Coreq: ANTH 215 (unless with consent of instructor)

This course serves as the laboratory study of human and population genetics, human variability, primatology, human osteology, and human and primate paleontology. (DY)

**ANTH 305 Historical Archaeology (3)**

Pre: ENG 100.

This course is intended to be a rigorous survey of the field known alternately as "historical", "contemporary", "modern", "colonial" archaeology. We will cover the historical development of the field, the different theoretical approaches applied by practitioners and the main methodological approaches that distinguish this field from other archaeological disciplines. The course will take a global approach, recognizing the geographic scope of the field.

**ANTH 316 Anthropology of Tourism (3)**

Pre: ENG 100.

In both a local and larger global context, students will learn about tourism through an anthropological perspective. Major topics will include sustainability, globalization, climate change, sacred places, cultural preservation, the commodification of culture, Indigenous

rights and autonomy, heritage sites, as well as different types of tourism. Case examples from throughout Hawai'i and from across the globe will be featured. The semester will include offsite visits to nearby heritage sites, national monuments or parks, and museums in which students will learn from local practitioners and professionals. (Cross-list HOST 316) (Previously ANTH/HOST 390)

### **ANTH 350 Oceania and Climate Change (3)**

Pre: ENG 100.

Examining anthropological materials from Polynesia, Micronesia and Melanesia, this course builds upon ethnographic research in these regions. The course explores the formation and peopling of the islands; subsistence practices and exchange, ideas about health and illness; different social, political, economic, and religious systems; and the history of Western imperialism in the Pacific Islands. Scholarship by Native anthropologists of the Pacific will be key to this course that explores the above topics while paying particularly close attention to the topics of climate change, environmental/food justice, and indigenous social movements.

### **ANTH 355 Death, Dying and Bereavement (3)**

Recommended: An upper-division course in Anthropology and/or Sociology and one writing-intensive focus course.

This course examines the concepts, theories and principles related to death, dying and bereavement. An analysis of the needs and concerns of life-threatened individuals and survivors will be conducted. Emphasis will be placed upon effective support and grief recovery skills. Various social, psychological, cultural, and societal perspectives on dying and grief will be investigated. (Cross-list SOC 355)

### **ANTH 361 Introduction to Geographic Information Systems (3)**

Pre: ANTH 210; or ANTH 481; or SCFS 300 (completed or concurrent).

Geographic Information Systems (GIS) have become popular in many industries and multidisciplinary field of study over the past 20 years. Having experience with GIS will broaden the opportunities of the student and challenge them to visualize their environments in new ways. This course is designed to introduce the basic concepts of GIS and implement them with hand on tutorials and lessons. (Cross-list SCFS 361)

### **ANTH 363 Archaeology of Sex/Gender and Sexuality (3)**

Pre: ENG 100.

This course brings together theoretical work on sex and gender from gender and women's studies, science studies, philosophy and the social sciences, with archaeological case studies from the forefront of contemporary scholarship. This course emphasizes the experience of people with different cultures of sex/gender in the US, tracing

specific historical traditions and examining how different conceptions of sex and gender were mediated when people of different racial, ethnic, and cultural backgrounds came together in the US past. It draws on studies of documentary history and of the material histories explored by archaeologists to examine how some histories come to be taken as normative through their representation in texts, while others may be teased out of other material registers.

### **ANTH 364 Archaeology of Sex and Gender in Oceania (3)**

Pre: ENG 100.

This course brings together theoretical work on sex and gender from gender and women's studies, science studies, philosophy, and the social sciences, with anthropological and archaeological case studies from the forefront of contemporary scholarship. This course emphasizes the experience of people across the Pacific, tracing specific historical traditions, examining how sex and gender constructs were enacted in the past, and how historic events altered the construction and performance of these identities. The course moves backward in time, beginning with contemporary understandings of sex/gendered identities in Polynesia and the Western Pacific before examining ethnographic and oral traditions, and finally incorporating material culture. The synthesis of these different data sets exemplifies not only how sex and gender constructs change through time and across space, but also how anthropologists take a holistic approach to interpreting these cultural practices.

### **ANTH 365 Anthropology of Disaster (3)**

Pre: ENG 100.

This course examines the ways in which disasters, both natural and human driven, affect our communities from a holistic anthropological perspective. Over the course of the semester, we will explore the precipitating factors of disaster, organizations and agencies involved in the response, the effects of displacement, disappearance and death on communities, and dimensions of human rights and resilience in the aftermath of disaster. Emphasis is placed on ways that actors in times of disaster can facilitate communication and support community by drawing from anthropological practices.

### **ANTH 366 Anthropology of Science Fiction (3)**

Pre: ENG 100.

Anthropology concerns itself with the human past, human present, and human nature. Science fiction reimagines past places, creates alternative present conditions, and predicts future realities regarding human society and nature. It explores topics of interest to the discipline such as dystopian futures due to climate change, war, pandemics, and technology. Both cultural anthropologists and archaeologists are increasingly turning their attention to how humans can avoid a not so distant dystopian future.



**ANTH 377 Digital Anthropology (3)**

Pre: ENG 100.

Digital anthropology is a specialized disciplinary area and area of ethnographic research concerned with the impacts of technology on society and on humans in terms of culture and behavior, shaping how we perceive the world around us. Digital anthropology entails the study of a broad range of technology and associated communities. Topics include virtual reality, social media, gaming, various smart mobile devices, artificial intelligence, along with other technologies. (Cross-list CM 377)

**ANTH 378 Visual Depictions of the Human Experience and Media Power (3)**

Pre: ENG 100.

Visual anthropology is an area of expertise within the discipline concerned with the portrayal and understanding of people through visual modes that include artifacts, ethnographic film, photography, performance art, and computer based multi-media. The course provides hands on experience in learning about these specific modes, overviews the history and theory of visual anthropology, and explores ethical considerations regarding the portrayal of "others." The course additionally explores how media in society, ranging from social media to television, is a powerful medium for conveying the narratives that groups create to advance their views of reality. (Cross-list CM 378)

**ANTH 379 Anthropology and Community-Engaged Research (3)**

Pre: ENG 100.

Community-engaged research is necessary for ethical anthropological research that impacts contemporary communities. This course reviews approaches to anthropological research that are designed for, by, and with the communities with whom we work. The course will review how different sub-fields of anthropology have approached research that centers community perspectives and needs.

**ANTH 380 Field Archaeology: Pre-European Times (3)**

Students will learn the techniques of archaeological fieldwork with a focus on the archaeology of pre-European and early post-European contact times in the Hawaiian Islands and the Pacific. Lectures cover the history and settlement patterns of the lands (ahupua'a) within the district (moku) in which the field site is located (based on archaeology, oral history and archival information), site and artifact types, archaeological field techniques, lab analyses, historic preservation laws, and case studies. Hands-on fieldwork will occur at Native Hawaiian historic sites, primarily of pre-European age, and will include mapping and excavation. (Cross-list HPST 380)

**ANTH 381L Archaeological Field Techniques-Historic Archaeology (3)**

Pre: ANTH 210 or ANTH 215.

This lab features a multi-disciplinary approach to investigating and interpreting historic archaeological sites, focusing on sites dating from the late 19th century to the present. It includes fieldtrips; guest lectures; field and artifact photography; application of historic archival and photographic materials; training in the use of GPS, instrument mapping, metal detecting, and some excavating; and historic sites recording and historic preservation.

**ANTH 382 Archaeological Laboratory Techniques (4)**

Pre: ENG 100; and ANTH 210 or ANTH 380 or ANTH 381.

This course introduces the principles and practices of laboratory techniques and analysis for hypothesis-driven research. Topics will include cataloging and data-basing archaeological materials and the analysis of stone/bone/historical artifacts, ceramics, as well as floral and faunal remains. An emphasis will be on quantitative and qualitative analysis of these different categories of archaeological remains.)

**ANTH 383 Museum Studies (3)**

Pre: ENG 100.

This course introduces students to an overview of the history, philosophy, and current status of museums; legal and ethical issues; and current debates and perspectives about museum practices, including the issues of collection, preservation, and interpretation. Museum professionals join the class as guest speakers and discussants for course topics. Fieldtrips to local museums are also featured.

**ANTH 384 Human Skeletal Biology (3)**

Pre: Any ANTH or BIOL course; biological anthropology course is strongly recommended.

Coreq: ANTH 384L (unless with the consent of instructor.)

This lecture course presents an introduction to human osteology (the study of human bones). The course will cover the basics of skeletal growth, the function of skeletal structures in the human body, the identification of human skeletal elements, standard methods for developing a biological profile (age, sex, stature, ancestry) from skeletal remains, and ways that osteology is important to forensic anthropology, bioarchaeology, physical anthropology, and human evolution. (Cross-list BIOL 384) (DB)

**ANTH 384L Human Skeletal Biology Lab (1)**

Pre: ENG 100; and completion of or concurrent enrollment in ANTH 384.

This course serves as the laboratory study of human skeletal biology. (Cross-list BIOL 384L) (DY)

**ANTH 389 Cultural Resource Management (3)**

Pre: ENG 100.

This course serves as an undergraduate level course covering historic preservation issues and laws on the Federal, State, and local level that regulate the protection and treatment of historic properties.

**ANTH 404 Museum Exhibits and Visual Methods (3)**

Pre: Any CM or ANTH class.

Museum exhibits educate and entertain. Exhibit settings range from buildings to public spaces and have the power to inspire and move people to gain understanding or deep interest in the topic at hand. Exhibits ultimately tell stories. Anthropological methods and various forms of media are used for depicting these stories. Students in this course will gain hands on experience in applying some of these methods and putting together an exhibit with a borrowed collection. (Cross-list CM 404)

**ANTH 415 Human Biocultural Variation (3)**

Pre: Any BIOL or ANTH course; ANTH 215 or any biological anthropology course is strongly recommended.

This course will explore the evolutionary basis of adaptations, problematize environmentally deterministic views of human variation, and incorporate indigenous and culturally diverse perspectives on the relationships between our bodies and our environments. Central to these discussions will be the role of our current experiences in the Anthropocene, especially with regard to global warming. (DB)

**ANTH 421 Sustainability in Tourism (3)**

Pre: ENG 100.

This course will focus on practices including a conscientious and authentic approach to tourism that embraces the culture of Hawai'i. We will look at the trends in sustainability and tourism including the future of the industry and understanding the impact tourism has on a local and global perspective as well as the economic, political and societal influences the industry faces. There will be offsite visits where students will experience and learn from local practitioners that are promoting sustainability in the tourism industry including the challenges they face as well as the positive impact they are making.

**ANTH 425 Medical Anthropology (3)**

Pre: ENG 100.

From a cross-cultural perspective, medical anthropology is the biocultural study of different understandings of health, approaches to health, and the causes of poor health. This course will explore both Western biomedical and non-Western approaches to disease and illness. It will situate these approaches in a global context and emphasize that health is a human right.

**ANTH 427 Health, Food, and Society (3)**

Pre: ENG 100.

Historically and across the world, societies with various cultural practices and types of political economic organization have been based on different types of food subsistence. This course begins by reviewing types of food getting strategies as they relate to Indigenous peoples' relationship with their environments and biodiversity. Intensive agriculture is directly related to the displacement of people from land and colonialism. A review of this history of food is foundational for understanding the later development of industrial agriculture as it relates to climate change, diet and illness, food insecurity, zoonotic diseases and pandemics, and socioeconomic disparities. This course examines societal restorative healing practices to the land and the importance of local food production for addressing climate change and promoting human health. (Previously ANTH 480)

**ANTH 433 Anthropology of Social Enterprise (3)**

Pre: ENG 100.

The discipline of anthropology provides unique methods, tools and insights that can be applied in analyzing, addressing and solving prescient global issues through social entrepreneurship and sustainable development. This course will examine these critical methods and perspectives in historical, cross-cultural, and diverse geographical contexts through an examination of anthropological ethnographies and case studies. The course requires students to develop their own unique set of practical tools for future engagement in social enterprise and sustainable development projects. (Cross-list ECON 433)

**ANTH 437 Pacific Archaeology (3)**

This course investigates the origins of Pacific peoples and their settlement and adaptation to the islands in Melanesia, Micronesia, and Polynesia. Evidence will be drawn from archaeological sites, artifacts, languages, and oral traditions. (Cross-list HIST/HPST 437) (DH)

**ANTH 456 Method and Theory in Bioarchaeology (3)**

Pre: ANTH 215/215L or ANTH 384/384L or instructor approval.

This course introduces students to the methods and theories used in the study of past peoples in burial contexts. Here we will explore themes including ethical and compassionate treatment of human remains and applied aspects of bioarchaeology for protection of graves. Contemporary approaches to understanding the experiences of past people, including aspects of diet, health and wellbeing, and violence will also be explored. Emphasis will be placed on the ways in which bioarchaeological training can support stewardship and protection of burial sites and collaborative community research into the past.

**ANTH 458 Forensic Anthropology (3)**

Pre: ENG 100.

This course applies concepts and methods from physical anthropology to problems in human identification. These allow the investigator to determine age, sex, ancestry, diseases, and pathologies found in human remains. The course also considers DNA testing and its role in the courts. In addition, a review of actual case studies and a special field trip to the Central Identification Laboratory are also featured. (DB)

**ANTH 460 Advanced Techniques in Forensic Anthropology (3)**

Pre: ANTH 384 or instructor consent.

This course concentrates upon specific forensic anthropology skills in detail, as used by practitioners in the field. Topics include assessment of age, sex, ancestry, stature, trauma, osseous pathology, taphonomic history, methods of individualization/positive identification, and forensic entomology/time since death. The course will include lectures and also feature practical training with osteological specimens. Students will complete a research project on one of the forensic topics covered in the course.

**ANTH 469 History of Archaeological Thought (3)**

Pre: ANTH 210 or permission of instructor.

Historical survey of archaeology as a discipline; focusing on theoretical, methodological, and substantive advances that changed archaeology.

**ANTH 474 Introduction to Geoarchaeology (4)**

Pre: ANTH 210.

The soils and sediments that archaeological material and features are found within yield invaluable clues as to how sites form and therefore, how people lived in the past). This course introduces the methods of studying archaeological remains from an environmental context in order to reconstruct the relationships between people and the physical environment. Drawing on case studies from different areas of the world, we will examine the nature of sediments and soils from archaeological sites, with particular emphasis on soil micromorphology as a tool for reconstructing human activity and post-depositional alterations. Although we will focus on microscopic analyses, students will learn to use geoarchaeology as a means of framing research questions designed to explore the complexities of both physical and social human-environment interactions in the archaeological record at a variety of different scales.

**ANTH 475 The Analysis of Animal Remains (3)**

Pre: ENG 100; ANTH 215L or ANTH/BIOL 384L is recommended.

Analysis of archaeologically recovered faunal collections with

emphasis on identification and interpretation of nonhuman vertebrate remains. This course concentrates on developing skills to identify and analyze animal bones recovered from archaeological sites and other contexts (forensic, biological, etc.). These skills are valuable for both laboratory and field work, such as quickly determining the presence of human versus non-human remains. A specific emphasis is placed on laboratory projects, including research design, report writing, and oral presentation of project findings. (Cross-list BIOL 475)

**ANTH 481 Anthropology in Action and Building a Career (3)**

Pre: ENG 100 and any ANTH course.

Applied anthropology uses the discipline's methods to identify and apply solutions to real life problems. Students will learn about its history, theories, methods, ethical issues, and applications. The course will focus on how students can put their knowledge into practice by identifying different employment opportunities, ranging from the corporate world to non-profit organizations, in and outside of academia.

**ANTH 483 Archaeology of Hawai'i (3)**

This course will explore Hawaiian prehistory from the time of original settlement of the Islands until the arrival of Captain James . Evidence will be gained from the investigation of archaeological sites, settlements, artifacts, and other physical remains, and from recorded Hawaiian oral traditions. These data will be used to reconstruct ancient Hawaiian life, and ways to trace the development of Hawaiian society. (Cross-list HPST/HIST 483) (DH)

**ANTH 490 History and Theory of Anthropology (3)**

Pre: ENG 100 and any ANTH course, or instructor consent.

An examination of the emergence of the discipline and contemporary theoretical issues and perspectives. Major theories in the study of human nature and culture will be discussed in their historical contexts. Special attention will be given to cultural ecology, structuralism, structural-functionalism, political economy, symbolic anthropology, post-structuralism, reflexive anthropology.

**ANTH 495 Research Seminar (3)**

Pre: ENG 100 and SSCI 210.

Seminar on recent literature in some field (mutually selected by faculty and student) and appropriate alternative research strategies and techniques.

**ANTH -98 Selected Topics in Anthropology (v)**

Topics selected will vary with student interests; emphasis will be on relevancy and application of theory and analysis to problem solving. May be repeated for credit.

**ANTH -99 Directed Reading and Research (v)**

Pre: Instructor consent.

To be arranged with the instructor.

**APPLIED SCIENCE (APSC)****APSC 486 (alpha) Senior Project (3)**

Pre: Consent of instructor; one class of upper division writing intensive course work; and completion of concentration requirements.

With assistance from an applied science Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

A: Creative Media; F: Facilities Management; M: Culinary Management; R: Respiratory Care; X: Sustainable Community Food Systems.

**APSC 486H Senior Project-HIM (3)**

Pre: Consent of instructor; one class of upper-division writing intensive course work; and completion of concentration requirements: HIM 201, HIM 203, HIM 304, HIM 305, HIM 306, HIM 309, HIM 403, HIM 404, HIM 406, HIM 408, HLTH 242, HLTH 243, PUBA 308, and PUBA 477.

Coreq: HIM 490.

With assistance from a faculty advisor, students complete a capstone project based on primary and secondary research related to the health information management profession. Students share the results of this learning process with peers and assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

**APSC 486I Senior Project-IT (3)**

Pre: ENG 200 and ITS 410; completion of or concurrent enrollment in courses to satisfy concentration requirements.

With assistance from an applied science Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

**APSC 486J Senior Project-HIHH (3)**

Pre: Consent of instructor; one class of upper division writing intensive course work; and completion of concentration requirements, including HLTH 204 and HLTH 205 and HLTH

360, all with a grade of C or better.

The capstone in Hawaiian and Indigenous Health and Healing (HIHH) provides the student with a culminating experience at the conclusion of core and elective courses in the Hawaiian and Indigenous Health and Healing program. Students work closely with a faculty member on a focused topic of research, participate in weekly discussions with peers, complete a research project, paper, and presentation in preparation for graduate school or a career in health science following graduation.

**APSC 486P Senior Project-HP (3)**

Pre: Consent of instructor; one class of upper division writing intensive course work; and completion of concentration requirements.

With assistance from an applied science Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

**APSC 486S Senior Project-ISA (3)**

Pre: ENG 200 and ITS 410; completion of or concurrent enrollment in courses to satisfy concentration requirements.

With assistance from an applied science Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

**APSC 490 (alpha) Senior Practicum (3)**

Pre: Consent of instructor; one class of upper-division writing intensive course work; and completion of concentration requirements.

With assistance from an applied science Faculty Advisor, students will complete a practicum or internship with an appropriate community agency or institution. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem, or is asked to complete a field-relevant task. Students report on the experience using their understanding of the field in which they are working. Students will share the results of this learning process with peers and will assist each other in refining communications skills. A: Creative Media; F: Facilities Management; I: Information Technology; M: Culinary Management; R: Respiratory Care; S: Information Security & Assurance; X: Sustainable Community Food Systems.

**APSC 490J Senior Practicum – HIHH (3)**

Pre: Consent of the instructor; one class of upper division writing intensive course work; and completion of HLTH 204, HLTH 205 and HLTH 360 with a grade of C or higher.



The Capstone Senior Project in Hawaiian and Indigenous Health and Healing provides the student with a culminating experience at the conclusion of core and elective courses in the Hawaiian and Indigenous Health and Healing program. Students work closely with a faculty member and a community partner on a focused experiential practicum.

### **APSC 490P Senior Practicum-HP (3)**

Pre: Consent of instructor; one class of upper-division writing intensive course work; and completion of concentration requirements and current CPR and First Aid Certifications. With assistance from a Health Professions Faculty Advisor, students will complete a practicum or internship with an appropriate community agency or institution. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem, or is asked to complete a field-relevant task. Students report on the experience using their understanding of the field in which they are working. Students will share the results of this learning process with peers and will assist each other in refining communications skills.

## **ART (ART)**

### **ART 101 Introduction to the Visual Arts (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course is a general introduction to the visual arts including media, techniques, and history. It is designed to offer an in-depth appreciation of the creative processes involved in the visual arts. This course reviews two- and three-dimensional art forms, methods and media; examines the visual elements and principles of design; and surveys art styles from the prehistoric to the 21st Century. It is oriented to students who have not been exposed to the formal study of these disciplines. (DA)

### **ART 107D Introduction to Digital Photography (3)**

This course is an introduction to digital photography. Students will learn basic camera techniques and how to process their images in digital format. This course will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for entry into the photographic workplace and/or for artistic expression. It provides experience in traditional and contemporary photographic techniques for art, multimedia, and television. (DA)

### **ART 112 Introduction to Digital Art (3)**

Pre: Placement in ENG 100; or concurrent enrollment in ENG 100T.

This course is an introduction to the technology, vocabulary

and procedures of computer produced images. Students will study the basic principles of art and the elements of design, creative process and methods of visual communication. Using the computer as the artist's tool, students will study the creation of art and design through the usage of layout devices such as composition, visual hierarchy, content development and concept development. (DA)

### **ART 113D Introduction to Digital Drawing (3)**

An introductory course for students who are interested in developing communication skills in the area of two-dimensional drawing as it relates to computer-based imaging. Fundamental drawing concepts, creative problem solving techniques and basic design principles will be covered. Material covered in this course may be useful to any area of study where visual enhancement may apply. This includes ICS and Business. (DA)

### **ART 126 3D Computer Graphics I (3)**

Pre: ART 112 with a grade of C or higher.

This course explores introductory level conceptual and technical topics in 3D computer graphics. Autodesk Maya and related applications will be utilized to develop projects which integrate 3D modeling, UV layout, texture mapping, lighting and rendering.

### **ART 221 Design for Print and Web (3)**

Pre: ART 112 with a grade of C or better; recommended: ICS 101.

Introduction to the development principles related to graphic design terminology, tools and media, and layout design concepts. Emphasis on typesetting and composing for print and web products. (DA)

### **ART 229 Interface Design I (3)**

Pre: ART 112 with a grade of C or better, or consent of instructor.

This course provides a foundation of interface design skills, techniques, and principles necessary to design visually effective, user-friendly websites. Through lessons, demonstrations, and hands-on projects, this course explores how the fundamental elements and principles of graphic design are applied through the design process for creating interactive interfaces. Students go through the analysis, information architecture, conceptual planning, and visual layout designing stages of the web design process and document their findings through client documentation and presentations.

### **ART 231 Art Through Applied Geometry (3)**

Pre: Placement into MATH 100 or higher; and placement into ENG 100.

This course will cover topics related to the geometrical foundations of design, specifically focused on constructing

geometric designs that will be translated to small art quilts. Design concepts will be rooted in concepts from Euclidean and non-Euclidean geometry. It is recommended that students have an understanding of geometry (high school level) and can use basic drawing and measurement instruments.

### **ART 240 Typography and Color in Design (3)**

Pre: ART 112 with a grade of C or higher.

This is a design foundation course that introduces students to color theory and typography and its application in two- and three-dimensional design. Emphasis is on developing the ability to use color and type effectively in two- and three-dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction. Students will develop effective arrangements of text, information, and visuals with typographic elements.

### **ART 311D Design in Public Spaces (3)**

Pre: ART 112, ENG 100.

Students learn theory and discourse related to designing for public spaces by examining case studies and examples of social entrepreneurship applied through graphic design vehicles. Students will employ graphic design techniques and utilize industry standard software with the intent to discuss and reflect on approach, method, and theory. (Cross-list PUBA 311) (DA)

### **ART 320 Web Design and Development (3)**

Pre: ART 229 with a grade of C or better; or instructor approval.

Students will plan, design, and launch a complete website with creative interfaces, strong graphic images, functional site organization, and logical navigation.

## **ASTRONOMY (ASTR)**

### **ASTR 110 Survey of Astronomy (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course introduces the astronomical universe, including: the solar system with its diverse planets, moons, etc.; more distant celestial objects; theories for the origin of the universe and the biological chemistry focusing on the integration of concepts from general, inorganic, and biochemistry and their application to living systems. Satisfies the one-semester chemistry requirement for pre-nursing majors. (DP)

## **BIOCHEMISTRY (BIOC)**

### **BIOC 141 Fundamentals of Biochemistry (3)**

Pre: MATH 100 or higher MATH.

Biological chemistry focusing on the integration of concepts from general, inorganic, and biochemistry and their application to living systems. Satisfies the one-semester chemistry requirement for pre-nursing majors. (DP)

### **BIOC 441 Basic Biochemistry (4)**

Pre: BIOL 275 and BIOL 275L and CHEM 273 and CHEM 273L, all with a grade of C or better; or instructor approval.

Function and composition of carbohydrates, lipids, proteins, and nucleic acids; and their metabolic transformation in animals, plants, microorganisms. (DB)

## **BIOLOGY (BIOL)**

### **BIOL 100 Human Biology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Designed for the non-biologist who wishes to learn more about fundamental biological concepts, with emphasis on humans and the human body. Topics covered will include the structure and function of cells, tissues, organs, and organ systems of the human body, which will be related to physical fitness, nutrition, health, disease and genetics. Evolution of humans and their role in the biosphere will also be covered. Not intended for science majors. (DB)

### **BIOL 101 Biology and Society (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 101L.

This course introduces students to the characteristics of science, the historical development of biological concepts, and the interactions of society with biological science. Designed for the non-biologist who wishes to learn more about fundamental biological concepts, including evolution, biodiversity, cellular and molecular biology, physiology, genetics and ecology. Application of biological knowledge to current problems, such as biotechnology and human impacts on the biosphere, will also be covered. Not intended for science majors. (DB)

### **BIOL 101L Biology and Society Laboratory (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 101.

This course introduces students to the characteristics of science, using scientific inquiry and topics in the biologi-

cal sciences. Topics covered will include the major concepts of biology, including evolution, biodiversity, cellular and molecular biology, physiology, genetics and ecology. Not intended for science majors. (DY)

### **BIOL 123 Hawaiian Environmental Biology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 123L.

This course will describe characteristics and theories of science as they interact with and impact modern society and the Hawaiian environment. Emphasis will be on biological sciences and local Hawaiian issues. However, examples from other places and other sciences (geology, oceanography, etc.) will add depth of understanding and relate Hawai'i to its global context. (DB)

### **BIOL 123L Hawaiian Environmental Biology Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 123

This laboratory will investigate the characteristics and theories of science as they interact with and impact modern society and the Hawaiian environment. The laboratory will focus on the environment of Hawai'i, the physical factors that affect the habitats in the islands, the arrival of plants, animals, and humans in these environments, and how the plants and animals have changed following their introductions. The last section of the laboratory will focus on current environmental issues facing the populations in Hawai'i. This course satisfies the General Education requirement for a science laboratory. (DY)

### **BIOL 124 Environment and Ecology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T

Designed to equip students with the inspiration and knowledge needed to make a difference in solving today's environmental issues, the course provides a comprehensive introduction to global environmental problems while providing a balanced discussion of potential solutions. Case studies offer current examples of present environmental problems and scenarios for solutions. Key themes explored in the course include: Humans and Ecological Sustainability; Science, Ecological Principles and Sustainability; Sustaining Biological Diversity; Sustaining Natural Resources, Sustaining Environmental Quality; and Sustaining Human Societies.

### **BIOL 171 Introduction to Biology I (3)**

Pre: Completion of or concurrent enrollment in either CHEM 151 or 161.

Coreq: BIOL 171L.

This course is an introduction to biology for life science majors that integrates traditional and modern biological approaches.

Topics covered include cell structure and chemistry, growth, reproduction, basic cell biology, genetics and evolution, phylogeny and systematic, and biodiversity of viruses and bacteria. (DB)

### **BIOL 171L Introduction to Biology Lab I (1)**

Coreq: BIOL 171.

Laboratory to accompany Introduction to Biology I. This course should provide the student with an understanding of cell structure and chemistry, growth, reproduction, genetics, evolution, viruses, and bacteria, as well as an introduction to the techniques used in the study of biology. (DY)

### **BIOL 172 Introduction to Biology II (3)**

Pre: BIOL 171.

Continuation of Introduction to Biology I. Topics covered include anatomy, physiology, and systematics of plants and animals; behavior; ecosystems, populations, and communities. (DB)

### **BIOL 172L Introduction to Biology Lab II (1)**

Coreq: BIOL 172

Laboratory to accompany Introduction to Biology II. This course should provide the student with an understanding of the characteristics of organisms and their interactions with the biological and physical environment; an introduction to the diversity of living forms, and an introduction to the techniques used in the study of biology. (DY)

### **BIOL 200 Coral Reefs (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is an introduction to the biology, ecology and geology of corals and the reef structures they build. Topics will include the physical and chemical properties of coral reef habitats, reef geology, the physiology, anatomy, ecology and evolution of coral reef organisms, and the human use and management of human impacts on coral reefs. Emphasis will be on the coral reefs of Hawai'i, but comparisons will be made among reefs from other areas. (DB)

### **BIOL 265 Ecology and Evolutionary Biology (3)**

Pre: BIOL 172 and BIOL 172L.

Coreq: BIOL 265L.

Principles of ecology and evolution for life science majors stressing integrated approaches and recent advances.

### **BIOL 265L Ecology and Evolutionary Biology Lab (1)**

Pre: BIOL 172 and BIOL 172L.

Coreq: BIOL 265.

Principles of ecology and evolution for life science majors stressing integrated approaches and recent advances.

**BIOL 275 Cell and Molecular Biology (3)**

Pre: BIOL 171/171L with a C or higher, and CHEM 272/272L.

Integrated cell and molecular biology for life science majors.  
Modern advances in recombinant DNA technology.

**BIOL 275L Cell and Molecular Biology Lab (2)**

Pre: BIOL 171/171L with a C or higher and CHEM 272/272L.  
Coreq: BIOL 275.

Laboratory to accompany BIOL 275.

**BIOL 302 The One Health Approach To Infectious Disease (3)**

Pre: BIOL 171/171L; and BIOL 172 /172L.

This course will study human infectious diseases using a one health approach which is a transdisciplinary approach to understanding the interconnectedness of people, animals and the environment. It will include overviews of human pathogens, host immune responses, social/cultural/environmental factors affecting disease prevalence, and infectious disease interventions and policy. These concepts will be applied to infectious diseases endemic to Hawai'i and the Pacific Rim and case studies of local cases/outbreaks.

**BIOL 310 Statistics for Biologists (3)**

Pre: MATH 135 or higher MATH; or instructor approval.

Theory and applications of statistic reasoning for biologists.  
Descriptive and inferential reasoning. Single and multiple variable analyses of data sets.

**BIOL 330 Reproductive Justice and Health (3)**

Pre: ENG 200.

This course provides an interdisciplinary overview of reproductive health issues and the theorizing of feminist, medical social scientists, and public health scholars; with a focus on indigenous and ancestral practices surrounding prenatal care, birth, and postpartum care. Topics reviewed will include the anatomy and physiology of the human reproductive and sexual systems, the social construction of health problems as they pertain to these systems; the essentialization of women as reproducers; reproductive health rights and choices; the effects of racism, poverty, sexism, violence, and inhumane conditions on reproductive health; and the role of the institution of healthcare and healthcare providers in reducing disparities in adverse health outcomes. (Cross-list SOC 330)

**BIOL 340 Genetics, Evolution and Society (3)**

Pre: BIOL 101 or BIOL 171; and NSCI 200; or instructor approval.

The role of genetics in evolution, medicine, behavior, plant and animal breeding and technology and its impact on today's society.

**BIOL 360 Island Ecosystems (3)**

Pre: BIOL 101, or BIOL 123, or BIOL 171, or consent.

Characteristics of island biota; examples from Hawai'i and the Pacific; impacts of island and continental cultures; ecosystem endangerment; contemporary legislation, policy and management practices.

**BIOL 365 Research Methods in Biology (3)**

Pre: BIOL 101 or BIOL 171; and NSCI 200; or instructor approval.

Introduction to the scientific literature, development of a research proposal, methods of experimental design and analysis, and the process of scientific writing.

**BIOL 375 Genetics (3)**

Pre: BIOL 275 or consent of instructor.

Genetic concepts at advanced undergraduate level; genetic transmission, recombination, gene action, mutation, population, and evolutionary genetics.

**BIOL 375L Genetics Lab (2)**

Coreq: BIOL 375 or consent of instructor.

Experiments with a variety of organisms to illustrate the principles discussed in BIOL 375.

**BIOL 380 Advanced Human Anatomy (3)**

Pre: PHYL 142 and PHYL 142L with a grade of C or better; or BIOL 172 and BIOL 172L with a grade of C or better.

Coreq: BIOL 380L.

Fundamental principles of human anatomy using a regional approach.

**BIOL 380L Advanced Human Anatomy Lab (1)**

Pre: PHYL 142L with a grade of C or better; or BIOL 172L with a grade of C or better.

Coreq: BIOL 380.

Advanced laboratory study of the structure of the human body utilizing of preserved specimens, models, histology slides, experiments, medical images, and augmented reality. This laboratory is designed to accompany BIOL 380 and will provide an opportunity to fully investigate anatomical structures of the human body for students preparing to enter medically related fields. (DY)

**BIOL 384 Human Skeletal Biology (3)**

Pre: Any ANTH or BIOL course; biological anthropology course is strongly recommended.

Coreq: BIOL 384L (unless with the consent of instructor.)

This lecture course presents an introduction to human osteology (the study of human bones). The course will cover the basics of skeletal growth, the function of skeletal structures in the human body, the identification of human skeletal



elements, standard methods for developing a biological profile (age, sex, stature, ancestry) from skeletal remains, and ways that osteology is important to forensic anthropology, bioarchaeology, physical anthropology, and human evolution. (Cross-list ANTH 384) (DB)

### **BIOL 384L Human Skeletal Biology Lab (1)**

Pre: ENG 100; and completion of or concurrent enrollment in BIOL 384.

This course serves as the laboratory study of human skeletal biology. (Cross-list ANTH 384L) (DY)

### **BIOL 390 Communicating in Biological Sciences (3)**

Pre: C or better in BIOL 171/171L, BIOL 172/172L, and ENG 100.

Combined Lecture/Lab imparts essential knowledge and skills in technical writing, poster design, and oral presentations for effective communication of life science majors. Research papers, lab reports, project proposals, conference presentations are covered.

### **BIOL 405 Ethics for Biologists (3)**

Pre: BIOL 101 or BIOL 171.

Introduction to the principles of ethics and their application to biology, particularly with respect to the conduct of research, care of subjects, and appropriate presentation of research results.

### **BIOL 475 The Analysis of Animal Remains (3)**

Pre: ENG 100; ANTH 215L or ANTH/BIOL 384L recommended.

Analysis of archaeologically recovered faunal collections with emphasis on identification and interpretation of nonhuman vertebrate remains. This course concentrates on developing skills to identify and analyze animal bones recovered from archaeological sites and other contexts (forensic, biological, etc.). These skills are valuable for both laboratory and field work, such as quickly determining the presence of human versus non-human remains. A specific emphasis is placed on laboratory projects, including research design, report writing, and oral presentation of project findings. (Cross-list ANTH 475)

### **BIOL 490 Mathematical Biology Seminar (1)**

Pre: Instructor consent.

Reports on research in mathematical biology, reviews of literature, and research presentation. May be repeated once for credit applied towards the degree.

### **BIOL -98 Selected Topics in Biology (v)**

Topics selected will vary with program relevancy and student interest. May be repeated for credit.

### **BIOL -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## **BOTANY (BOT)**

### **BOT 101 General Botany (3)**

Pre: ENG 100.

An introductory course in plant biology. Topics to be covered are the structure and function of plant cells, tissues, and organs such as roots, stems, leaves, and flowers; concepts of biological evolution and classification; the diversity of plants and plant-like organisms; genetics; and ecology. (DB)

### **BOT 101L General Botany Lab (1)**

Pre: ENG 100; and BOT 101 or concurrent enrollment.

This course focuses on laboratory observations and experiments illustrating basic principles of plant biology. (DY)

### **BOT 105 Ethnobotany (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course will emphasize Hawaiian ethnobotany, exploring how the Hawaiian people used plants to accomplish the necessary tasks of daily living, in the absence of pottery and metals. Botanical structures will be learned in the context of how they impact the way the plants are used. Pacific island voyagers introduced most of the plants they needed, then also adopted some native plants for specialized purposes.

## **BUSINESS ADMINISTRATION (BUSA)**

### **BUSA 120 Introduction to Business (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course will provide an overview to students of the issues facing managers and businesses in the contemporary business world. The student will gain a basic understanding of key business concepts entrepreneurship and global business. (DS)

### **BUSA 122 Introduction to Sustainability and the Travel Industry in Hawai'i (3)**

In both a local and larger global context, we will examine the current trends in the travel industry, as well as its future for understanding the importance of sustainability. Students will explore the economic, environmental political, cultural and societal components of sustainable tourism. There will be offsite visits in which students experience and learn from local practitioners promoting sustainability and authenticity in the tourism industry. Both off site hosts and speakers will share about both successes and challenges they encounter as well as logistical aspects of the industry. (Cross-list ANTH 122)

**BUSA 150 Money Management (3)**

This course focuses on the management of personal finances. Areas of coverage include personal financial decisions such as basic financial planning, use of credit, purchasing an automobile and home, funding and paying off education loans, insurance, tax issues, investing, as well as retirement and estate planning. Cannot be taken if have taken FIN 301 Personal Financial Planning.

**BUSA 300 Principles of Marketing (3)**

Examines the revolution in marketing. Applies the fundamental principles of successful marketing including segmentation, targeting, product development, positioning, packaging, placement, pricing, promotion, service, and relationship-building to the development of marketing plans.

**BUSA 308 Principles of Risk Management and Insurance (3)**

The primary focus will be on risk management and insurance techniques for dealing with potential losses to individuals and organizations. We will examine the principles of insurance and insurance contracts as well as discussing insurance industry operations and the various professions within the industry.

**BUSA 311 Financial Statement Analysis (3)**

Pre: ACC 202; and MATH 103 or MATH 115 or higher MATH. Financial statement analysis involves identifying and extracting relevant information from a firm's financial statements in support of decision-making. The focus of this course is on using the information contained in financial statements for evaluating the performance of a business, assessing its prospects and forecasting future financial statements. The first half of the course focuses on developing a systematic approach to conducting financial statement analysis. This includes business strategy analysis, accounting analyses, financial analysis and prospective analysis. These tools are then used to conduct comprehensive business analysis (course project) in the second half of the class. (Student may earn credit for either ECON 360 or BUSA 311, not both.)

**BUSA 312 Intermediate Financial Accounting I (3)**

Pre: ACC 202; and MATH 103 or MATH 115 or higher MATH. Accounting process and the application of generally accepted accounting principles to the preparation of general purpose financial statements, with special emphasis upon the recognition and measurement of cash, receivables, inventories, property, plant and equipment, depreciation and depletion, and intangibles.

**BUSA 320 Statistics for Decision-Making (3)**

Pre: MATH 103 or MATH 115 or equivalent course with a grade of C- or better; or placement into MATH 135 or higher.

Statistical application to business processes and decisions.

Topics include: descriptive statistics probability, random variables, statistical inference, time series and forecasting techniques. Examples are drawn from finance, personnel, productivity and quality management.

**BUSA 321 Business Finance (3)**

Pre: ACC 201 and ACC 202, or equivalent; and completion of or concurrent enrollment in BUSA 320 or equivalent. Introduction to the theory and practice of financial management: analysis and decision making for asset management, capital budgeting, and capital structure. (Cross-list ECON 321)

**BUSA 324 Business Law (3)**

Introduction to the legal environment in which business operates with particular attention to principles of law relating to contracts, agencies, partnerships, corporations, and government regulations. (Not recommended for those who have completed BLAW 200 or equivalent.)

**BUSA 325 Asian Economies, Business & Consumers (3)**

The world economy is undergoing a dramatic transformation with the rapid rise of China, and the global reach of the Japanese and South Korean economies. This course will look at the business, economies, and consumers of East Asia in a historical, cultural and business perspective. The period covered runs from pre-modern Asian economies in the 19th century through the 20th century, and especially focuses on post-WWII economic development. Students will also receive hands-on experience with Asian businesses via field trips and guest speakers. (Cross-list HIST 325)

**BUSA 328 Personal Lines Insurance (3)**

Pre: Completion of or concurrent enrollment in BUSA 308. This course provides an in-depth study of personal risk management and insurance. Each individual faces risk and must treat risk to continue to live and prosper. This course will examine personal property and liability insurance, life and health insurance, and retirement planning. It will emphasize the provisions of the insurance coverages and how the insurance is used to address personal risk management and financial planning needs. Upon completing the course, you should better understand the risks you face. You should be able to assist others, such as clients, with determining what types of insurance they should purchase and how they might address the risks which are not insurable. You should also be able to discuss underwriting concerns associated with these risks and how insurers address the concerns in their personal underwriting, pricing, and product development decision making. Finally, you should be prepared to take and pass CPCU 553 and the licensing exam for Life and Health insurance.

**BUSA 332 Contemporary Business Issues (3)**

This course provides an overview of contemporary business issues and examines how business organizations interact with society and the larger business environment. Topics to be examined include the role of business in American society, the stakeholder model, social responsibilities of business, business and government, and issues management.

**BUSA 335 Social Entrepreneurship (3)**

This course will examine the role of entrepreneurial thinking in social value creation. Students will learn basic entrepreneurial skills from the perspective of social change agents. Additional topics include identifying social injustices, planning sustainable ventures, and measuring social impact.

**BUSA 338 Commercial Insurance (3)**

Pre: Completion of or concurrent enrollment in BUSA 308. The objective of this course is to examine the principles and basic concepts of commercial lines property and casualty insurance. The primary emphasis will be on the property and liability loss exposures faced by most organizations and the corresponding types of insurance for covering those loss exposures. We will also overview other risk financing plans.

**BUSA 345 Management of Information Systems (3)**

Pre: ICS 101 or equivalent course work. Students will explore how the continual evolution of technology and information security affect all levels of an organization including tactical, operational, and strategic. Topics include networks and the Internet, malicious software, hacking, encryption, industrial espionage, cybersecurity and security policy.

**BUSA 350 Managing Change in Organizations (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course will focus on the issues of implementing change in organizations. The topics will include understanding organizational theory and design, culture and the recent leadership techniques to implement a successful change strategy. (Cross-list MGT 350)

**BUSA 370 Global External Environment (3)**

Pre: ENG 100 or concurrent enrollment in ENG 100T. This course will examine the impact of the non-business environment (country and political risk) on foreign direct investment and international trade decisions. Students will learn to assess the impact of ethnic tensions, terrorism, political instability, corruption, and other risk factors on business operations. An emphasis will be placed on understanding the relationship between socioeconomic factors and global business. (Cross-list MGT 370)

**BUSA 376 International Business Management (3)**

Analysis of cultural, political, social, and economic aspects of doing business abroad. Theories of international trade, international transfer of technology, global business strategy, and foreign investment. Examination of contemporary international management issues.

**BUSA 386 Global Management & Organizational Behavior (3)**

Analysis of theories and concepts underlying domestic and global organizations including behavioral and personnel issues. Emphasis on leadership, teamwork, and cultural differences, particularly in the Asian-Pacific region.

**BUSA 395 (alpha) Internship Experience (v 1-3)**

This is a field exercise course that does not fulfill the capstone requirement for Business Administration majors. Students are provided internships in either business, education, or government. Students report on their experience using their understanding of administrative theory and practice. Note: Students must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to the instructor prior to beginning any off-campus activity. A: Accounting; B: General Business; E: Facilities Management; F: Finance; H: Hospitality & Tourism; L: Management; M: Marketing.

**BUSA 410 IT Project Management (3)**

Pre: BUSA 345 or a 300-level CENT, FMGT, ISA, or ITS course. This course exposes the student to and provides the opportunity for students to practice the application and integration of the project management body of knowledge (PMBOK) areas to managing information technology (IT) projects. The primary focus of this course is on project management principles associated with managing an IT project's goal, scope, schedule, and budget. Some additional topics that will be covered include quality, risk and knowledge management as well as software tools that support the activities associated with project management. (Cross-list ITS 410)

**BUSA 412 Futures and Options (3)**

Pre: Completion of or concurrent enrollment in FIN 311.

This course provides the foundation for understanding the price and risk management of derivative securities. The course starts with simple derivatives (e.g., forwards and futures) and develops the concept of arbitrage-free pricing and hedging. This course is designed to provide an understanding of options, futures, forwards, and the use of these instruments in managing business and financial risks. The use of derivative instruments in speculation, hedging, and arbitrage will also be emphasized. (Cross-list BUSA 412)

**BUSA 422 International Financial Management (3)**

Pre: BUSA/ECON 321.

Financial decision-making in an international setting: analysis of direct foreign investment; economic, accounting and regulatory environments, including taxation; international money and capital markets; import and export financing; multinational working capital management, and risk aspects of international finance.

**BUSA 427 Topics and Cases in Business Finance (3)**

Pre: BUSA/ECON 321.

Application of financial principles and analytical techniques to financial problems and developments. Lecture, discussions and case methods will be utilized.

**BUSA 428 Enterprise Risk Management (3)**

Pre: Completion of or concurrent enrollment in BUSA 308.

This course examines how corporations approach the problem of dealing with risks in today's complex marketplace. Emphasis is given to the economic impact of losses on the firm, and alternative methods of dealing with managing and financing risk. Methods include loss prevention, risk retention, self-insurance, insurance purchasing, and risk financing techniques available through the capital markets. We also discuss today's global marketplace and the risks faced by multinational firms.

**BUSA 432 Forecasting and Risk Management (3)**

Pre: BUSA 320 or SSCI 210 or equivalent.

Analysis of time series data for forecasting and risk management. Forecasts for smoothing, decomposition, multiple regression, Box Jenkins, auto-correlation, moving average, auto-regression. Comparison and selection of suitable forecasting methods for a given application. Use of computer packages. (Cross-list ECON 432)

**BUSA 435 Strategic Management (3)**

Pre: BUSA 300 and BUSA/ECON 321.

Business policy development and implementation. Analysis of external and internal forces that influence a course of action. Consequences of proactive and reactive policies in organizations in a competitive global marketplace, and implications for management.

**BUSA 440 Business Communications (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course is designed to provide necessary communication skills needed in the workplace and examines how changing business environments provides challenges and opportunities to excel in group and independent working environments. Topics include professional communication in the digital, social and mobile world; challenges in a global and diverse marketplace; preparing and writing business messages, proposals, presentations and reports.

**BUSA 461 International Trade and Finance (3)**

Pre: ECON 300 or ECON 440 or FIN 307.

This course will survey the theory of international trade and finance, gains from specialization and exchange and the impact of trade restrictions such as tariffs and quotas. Also, monetary aspects of international economics, optimum reserves, exchange rates, balance of payments and capital movements. (Cross-list ECON/FIN 461) (DS)

**BUSA 465 International Disaster Management (3)**

Pre: Instructor approval.

This course examines the actions and interventions that are performed in pursuit of disaster risk reduction, incident response, and disaster recovery at the national and international levels in the Asia-Pacific region. Emphasis is placed on developing an operational understanding of the emergency management functions that have national and global application, and on the various governmental and nongovernmental stakeholders. Students will investigate the roots of risk and vulnerability, including the links that exist between poverty, vulnerability, and disasters, and will consider the impact and effectiveness of resilience efforts taking place at the regional and global levels (including the work of ASEAN, SPC, UNISDR, and other regional and global IGOs). (Cross-list PUBA 465)

**BUSA 482 Executive Lecture Series (3)**

Pre: Junior or senior standing.

Executives from various industries within the business community will share their valuable insight and knowledge on their organization and market. Students will have rotating opportunities to lead the discussion and facilitate a meaningful dialogue with prior research done on the individual and organization with prepared questions. They will go through the steps of planning their own event and learn proper business etiquette and skills to utilize within the workforce.

**BUSA 485 Electronic Commerce with International Perspectives (3)**

Pre: BUSA 345.

Survey of electronic commerce business models and concepts, strategies, social issues, and technologies. The course also covers online and mobile marketing concepts, international e-commerce practices, and the process of building an e-commerce presence. The course includes a hands-on technical component.

**BUSA 486 (alpha) Senior Project (v)**

Pre: Consent of division and one class of upper division writing-intensive (WI) course work; and completion or concurrent enrollment in BUSA 435.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students



will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and information retrieval techniques, and other research-related competencies. A: Accounting; B: General Business; D: Data Analytics; E: Facilities Management; F: Finance; H: Hospitality & Tourism; L: Management; M: Marketing.

### **BUSA 488 (alpha) Senior Case Studies (3)**

Pre: Consent of division and one class of upper division writing-intensive (WI) course work; and completion or concurrent enrollment in BUSA 435.

Case studies will be used in this course to develop students' analytic and sequential thinking skills. Data and information drawn from various cases will be analyzed and discussed to improve decision-making skills. Students will have to present both orally and in writing, their findings and justifications for their decisions. A: Accounting; B: General Business; D: Data Analytics; E: Facilities Management; F: Finance; H: Hospitality and Tourism; L: Management; M: Marketing.

### **BUSA 490 (alpha) Administrative Practicum (v)**

Pre: Consent of division and one class of upper division writing-intensive (WI) course work; and completion or concurrent enrollment in BUSA 435.

This is a field exercise course. Students are provided internships in either business, education, or government. As an intern, the student is delegated the responsibility of developing the solution to some problem, or asked to complete a relevant or characteristic task. Students report on their experience using their understanding of administrative theory and practice. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity. A: Accounting; B: General Business; D: Data Analytics; E: Facilities Management; F: Finance; H: Hospitality and Tourism; L: Management; M: Marketing.

### **BUSA 491 Entrepreneurial Service Learning (3)**

Pre: ECON 130 or ECON 131.

Students will design and implement economically focused projects for middle and high school students that demonstrate how the free enterprise system and entrepreneurship functions in our economic system. Students will be given an opportunity to implement these projects in an educational environment within the schools in the communities surrounding UH West O'ahu. This course will allow students to learn about the free enterprise system in a real or simulated working environment. This course will challenge students to use the knowledge they have obtained in the classroom to improve their surrounding communities. In addition, students may help mentor at risk students or budding entrepreneurs get their plans off the ground. (Cross-list ECON/FIN 491)

### **BUSA 494 Small Business Institute**

#### **Supervised Field Study (3)**

The purpose of this course is to provide assistance to a select business. A binding non-disclosure agreement is required. As part of a consulting team, participants identify significant problems, analyze them, compare options, and make specific recommendations for improvement. Team develops a written report and oral presentation. Pre: Senior standing, successful completion of all required Business Administration courses with a grade of B or better, and approval by a faculty committee. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **BUSA -98 Selected Topics in Business Administration (v 1-6)**

Topics will vary with program relevancy and student interest. May be repeated for credit

### **BUSA -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with instructor.

## **CHEMISTRY (CHEM)**

### **CHEM 100 Chemistry and Society (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: CHEM 100L.

Introduction to chemistry for non-science majors. Discussion of basic chemistry concepts and their application to everyday life. Emphasis is on forensic perspective and critical thinking. (DP)

### **CHEM 100L Chemistry and Society Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: CHEM 100.

Introduction to chemistry for non-science majors. Discussion of basic chemistry concepts and their application to everyday life. Emphasis is on forensic perspective and critical thinking. (DY)

### **CHEM 161 General Chemistry I (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T and MATH 103 with a C or higher or concurrent enrollment in MATH 241.

Coreq: CHEM 161L.

This course will provide an introduction to the discipline of chemistry. It will deal with the basic principles of chemistry including: stoichiometry, solution phase chemistry, thermodynamics, atomic structure, chemical bonding, molecular structure, and gas phase chemistry. (DP)

**CHEM 161L General Chemistry Lab I (1)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T and MATH 103 with a C or higher or concurrent enrollment in MATH 241.

Coreq: CHEM 161.

This course will consist of laboratory experiments introducing techniques and fundamental principles of chemistry. (DY)

**CHEM 162 General Chemistry II (3)**

Pre: CHEM 161 with a C or better

Coreq: CHEM 162L

This course is an introduction to principles of chemistry. It deals with solutions, chemical kinetics, chemical equilibrium (gas-phase, acid-phase, and solubility), thermodynamics, and electrochemistry. (DP)

**CHEM 162L General Chemistry Lab II (1)**

Pre: CHEM 161 with a C or better

Coreq: CHEM 162

This laboratory course introduces students to techniques of qualitative and quantitative measurements, preparation of laboratory report and concepts of laboratory safety. (DY)

**CHEM 272 Organic Chemistry I (3)**

Pre: A grade of C or better in CHEM 162.

Coreq: CHEM 272L.

Molecular structure, nomenclature, stereochemistry, reactions and mechanisms, synthesis of organic compounds. (DP)

**CHEM 272L Organic Chemistry I Lab (2)**

Pre: A grade of C or better in CHEM 162L.

Coreq: CHEM 272.

Techniques, synthesis, qualitative organic analysis and applications of spectroscopy. (DY)

**CHEM 273 Organic Chemistry II (3)**

Pre: A grade of C or better in CHEM 272.

Coreq: CHEM 273L.

This course is a continuation of CHEM 272. Molecular structure, nomenclature, stereochemistry, reactions and mechanisms, synthesis of organic compounds. (DP)

**CHEM 273L Organic Chemistry II Lab (2)**

Pre: A grade of C or better in CHEM 272L.

Coreq: CHEM 273.

Techniques, synthesis, qualitative organic analysis and applications for spectroscopy. (DY)

**CHEM -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with instructor.

**CHINESE (CHNS)****CHNS 100 Introduction to Chinese Art, Culture and Language (3)**

This course introduces Chinese culture to students through its traditional and modern art forms and beginning conversational skills without necessarily obtaining mastery of the language. Students will be introduced to the practice of Chinese arts, along with cultural information and the fundamentals of the Chinese language. This course can serve as an introduction for students who wish to continue their studies of the Chinese language. May be taken as CR/NC. (DA)

**CHNS 101 Elementary Chinese I (4)**

First half of the elementary course on spoken and written Chinese, and is designed to teach the fundamentals of the language and the culture of modern China. Emphasis is placed on the development of listening, speaking, reading, and writing skills.

**CHNS 121 Practical Mandarin for Beginners I (3)**

This fun and practical course helps beginners develop their communicative skills in Chinese (Mandarin). With dialogues on everyday-life situations, students will learn how to use Chinese effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Chinese at home, restaurants, stores, or hotels or who would like to travel to China. This course may be taken as CR/NC.

**CHNS 122 Beginning Practical Mandarin II (3)**

Pre: CHN 101, CHNS 121, or instructor's permission.

This fun and practical course helps beginners develop their communicative skills in Chinese (Mandarin). With dialogues on everyday-life situations, students will learn how to use Mandarin effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Mandarin at home, restaurants, stores, or hotels or who would like to travel to China. This course may be taken as CR/NC.

**CHNS 186 (alpha) Topics in Spoken Mandarin (1)**

This hands-on course focuses on spoken Chinese (Mandarin) language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service; E: arts. No previous Chinese language experience is necessary. Credits may be repeated for a maximum of four credits with different alphas. This course may be taken as CR/NC.

**CHNS 221 Practical Mandarin for Intermediates I (3)**

Pre: CHNS 122 or instructor's permission.

This practical course is the first in the intermediate series to help students develop their communicative skills in Mandarin. With dialogues on everyday-life situations, students will learn how to use Chinese effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Chinese about hobbies, employment, information, experience, etc. in a daily life or at work. This course may be taken as CR/NC.

**CHNS 222 Practical Mandarin for Intermediates II (3)**

Pre: CHNS 201, 221 or instructor's permission.

This practical course is the second in the intermediate series to help students develop their communicative skills in Mandarin. With dialogues on everyday-life situations, students will learn how to use Chinese effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Chinese about incidents and accidents, personal opinions and feelings, Chinese culture and touristic places or who would like to visit or live in China. This course may be taken as CR/NC.

**CREATIVE MEDIA (CM)****CM 101 Introduction to Visual Communication (3)**

Course covers the fundamental principles of design and how these relate to effective communication. It explores the media and tools that create imaging and how these tools are integrated into the image-making process. Topics include conceptual design, critical thinking in the creation of graphic design, how design relates to human perception and the visual process and the history of visual communication. (DA)

**CM 108 Creative Process in the Physical Sciences (3)**

Students will explore problems of the physical sciences, create and test hypotheses, interpret results, and iterate designs. Mechanical and electronic devices will be designed and built using physical science and computational reasoning and calculation. The creative process of science will be emphasized and practiced throughout the course. (DP)

**CM 120 Introduction to Digital Video (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T. In the course, students will develop basic skills in video production. The course will emphasize the technical aspects of digital cinematography and sound recording as well as fundamentals of field production in terms of conceptual development, planning, writing, storyboarding, editing, and project management. In addition, students will be introduced to basic rules of visual composition, sequencing and storytelling.

**CM 130 Introduction to Social Media (3)**

This course provides students with an exploration of a selection of prominent social media platforms, emphasizing their respective features, content creation capabilities, and strategies for fostering audience engagement. The course also delves into the principles of responsible social media utilization, contemporary trends shaping these platforms, and the ethical dimensions inherent in their use.

**CM 140 History of Video Games (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This is an introductory course on the video game industry from its early beginning with Tennis for Two and Computer Space!, through the golden age of Atari, through Nintendo, Sega, Sony and Microsoft. Students will learn the origins of major game developers, past and present, and experience the classic games that inspired the hits of today. (DH)

**CM 142 Introduction to Video Game Design (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

In this course, students will gain an introduction to the craft and trade of video game design, and gain exposure to diverse elements of this rapidly evolving sector of digital media.

Students will develop skills in the ideation and execution of fun, innovative video game concepts.

**CM 143 Introduction to Game Art (3)**

Pre: ART 112 with a C or higher.

This course teaches the fundamentals of game art production from a broad perspective. Students will learn to work within multiples specialties within the game art field in order to build up a general understanding of the pipeline and processes involved. Emphasis is placed on strong foundational skills, compelling conceptual ideas, and self-motivated problem solving.

**CM 150 Film Analysis and Storytelling (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course explores the fundamental principles and techniques of effective visual storytelling in film, television, and online video. Topics include shot composition, camera angles, camera movement, use of light, cuts, sequencing, transitions, montage, mise en scene, blocking, sound and music. (DA)

**CM 151 Pre-Production: Digital Video (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course, which covers both narrative and unscripted formats, introduces students to the industry-standard pre-production techniques and tools employed in film and video production. Students will learn the standard conventions of written project treatments and script composition, visualization techniques such as traditional and animated storyboarding, and organizational techniques such as the crafting of shot lists and lined scripts.

**CM 152 Principles of Video Editing (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course introduces the theory, and aesthetics of non-linear video editing. Students learn how to effectively set the mood, utilize pacing, build suspense, build continuity, and structure their content. In addition to aesthetic considerations, the course also introduces vocabulary and essential technical skills such as importing, tagging, exporting, and working with various video formats.

**CM 153 Sound Design for Digital Media (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course introduces students to the theory, aesthetics, processes, production and post-production techniques in the field of sound design for digital media. Students learn how to effectively set the mood, utilize pacing, build suspense, build continuity, and structure their content. In addition to aesthetic considerations, the course also introduces vocabulary and essential technical skills such as recording, importing, exporting, and working with various media formats.

**CM 155 Introduction to Screenwriting (3)**

Pre: ENG 100 or equivalent with a C or better.

Students will gain an introduction to the basic principles of screenwriting -- including formatting, structural, and stylistic conventions. Elements covered will include film analysis, story development, appropriate craft terminology, career opportunities, and the re-writing process.

**CM 160 The Mobile World (3)**

This course provides students with a history of the mobile industry movement in both software development to hardware advancements. Students will learn about historical milestones and breakthroughs that served as catalysts in mobile technologies as well as follow recent developments in the industry. Students will also receive an introduction to mobile development software, platforms, and an Introduction to principles in user experience and design as it relates to both software and hardware.

**CM 162 Introduction to Programming for Designers (3)**

This course provides students with an introduction to programming. Students will learn foundational programming concepts including variables, controls, logics, classes, and functions. Moreover, students will learn how these foundational concepts relate to user interfaces, user interactions, and user experiences.

**CM 201 Forensic Photography (3)**

Pre: ART 107D or instructor consent. Experience with a DSLR camera is required.

This is an introductory digital photography course developed for law enforcement first responders and criminal investigators, who are responsible for photographically documenting crime scenes, traffic accident scenes, injuries, or any other type of evidence associated with a criminal investigation. This fast-paced course begins with the fundamentals associated with controlling a photographic exposure using a Digital Single-lens Reflex (DSLR) camera system. Through a combination of lecture and scenario-based, hands-on laboratories, the student develops the necessary skills associated with properly operating a digital camera to capture the high quality, evidence-grade



photographs required in law enforcement. Students must provide their own DSLR camera for use in class. (Cross-list FORS 201)

### **CM 251 Animation and Special Effects (3)**

Pre: Completion of, or concurrent enrollment in CM 120.

This course covers basic animation, compositing and special effects techniques often employed in video production.

Students learn how to properly plan for, and storyboard for visual effects sequences. They learn how to work in teams to setup, light and shoot with a green screen in a variety of situations. They learn how to design a visual effects production and post-production workflow that meets the specific goals of the project. They learn the basic compositing and animation concepts, terminologies, and tools necessary to make such projects a reality.

### **CM 256 Creatives In Media (3)**

This course provides an overview of the various media industries, highlights the common characteristics of the industry and familiarizes students with the key drivers of industry dynamics. The course discusses the fundamental drivers of the media industry in terms of consumer psychology/behavior, key economic drivers and also relevant historical background. This foundation course is the starting point for students in the creative media pathway.

### **CM 262 Introduction to iOS Mobile Application Development (3)**

Pre: CM 162.

This course provides students with an introduction to iOS Mobile Application Development. Additionally, students will learn the process of creating mobile applications including creating user stories, wire frames, as well as strategies in application development and design. Students will also learn programming basics in Objective-C, tools that will help them in development as well as an Introduction to Xcode, Apple's development software. (Previously CM 161)

### **CM 301 Esports Primer (3)**

Pre: CM 140; or instructor approval

Esports has transformed gaming into a global spectator sport capturing the attention of millennials worldwide. Facilitating the growth of esports has been the introduction of 'franchising' and creating official leagues for teams, owners, advertisers, and publishers to build professional organizations. This class will investigate various aspects of esports, including communication methodologies, team structure, player management, social media strategies, and league regulations.

### **CM 308 Generative Art and Science (3)**

Pre: CM 108 or ART 112; and MATH 100 or above; or instructor approval.

Students will use computer code as a medium to create visual art, interactive software experiences, and simulations of natural phenomena. Randomness will be explored to develop generative systems that are a collaboration between the artist and the audience. An opportunity to practice, present, and get feedback on your artwork in a community of creatives. Introductory programming experience is recommended. (Cross-list NSCI 308)

### **CM 311 Audio Post Production I (3)**

This course is an introduction to Audio Post Production.

Topics include, but are not limited to Dialogue, ADR, Sound Effects and Design.

### **CM 314 Music, Sound and Media (3)**

Pre: ENG 100; or instructor consent.

This course focuses on the history and practice of the integration of music and sound with speech and image in creative media. Students learn historical precedents, expand their music vocabulary, and develop an ability to select an appropriate music track for various creative media projects. (Cross-list MUS 314)

### **CM 315 Interactive Applications (3)**

Pre: ART 112 and ART 229, both with a C or better; or instructor consent.

This course focuses on designing and developing native applications for mobile devices and other media devices. Topics will include the differences between apps, website, and mobile websites, utilizing designer-centric programming languages and SDKs, and industry requirements for developers and publishing apps. Students will explore designing for different types of user interfaces. Students will create, test, publish, and distribute their mobile applications and games.

### **CM 316 User Experience (3)**

Pre: ART 112 and ART 229, both with a grade of C or better; or instructor consent.

This course focuses on the Information Architect as point person in the planning and development stages to ensure an interactive product for the operating vehicle, such as the internet, that best serves the user. The specific tasks indigenous to this role will be explored in-depth.

### **CM 317 Motion Graphics (3)**

Pre: CM 251 with a grade of C or better; or instructor approval.

This course introduces projects that incorporate typography, shape, and image within time-based presentations. Students will creatively employ and integrate the elements of time, sound, motion, typographic effects, layering, and transition, to focus on interactive and sequential organization of information.

**CM 320 Creative Producing: Online Video (3)**

Pre: CM 120 and ENG 100 both with a grade of C or better.  
This course examines best practices in the planning and development of shareable online video content. The course places a heavy emphasis on YouTube as a form of social media, and the strategies that contribute to the success of YouTube channels. Through series development and cross-promotional activities, students create meaningful content and learn how to analyze performance using YouTube analytics. Students spend the semester strategizing, creating content, and communicating with one another via YouTube and other social media platforms (ex. Twitter). (Previously CM 320D)

**CM 321 Representations of Film & TV Production (3)**

Pre: ENG 100 with a grade of C or better.  
The course will screen and discuss movies and television sitcoms, dramatic series within genres. Discussion about the role of the producer, the writer, the actor, the director, the cinematographer and how filmmaking is collaborative. (Previously CM 320A)

**CM 322 Web Documentary Research and Development (3)**

Pre: ENG 100 with a grade of C or better and CM 120 with a grade of C or better.  
This course addresses various aspects of creative media production processes through screenings, demonstrations, discussion, hands-on projects, and guest talks. Students go through the analysis, conceptual planning, and execution of a web-based documentary project.

**CM 323 Experimental Production: Personal Essay (3)**

Pre: CM 120 and CM 152, both with a grade of "C" or better; or instructor approval.  
This course provides students with a strong understanding of key concepts, skills, and tools for innovative digital storytelling and personal expression across emerging media platforms. Areas of study include: ideation and narrative development for new forms of storytelling; production and post-production techniques for video such as digital video, 360 video, podcasts, and other media; intermediate use of cameras, audio, lighting, and editing/post-production software; strategies for distributing and promoting your work on social media, streaming platforms, and beyond. There is an emphasis on discovering your unique voice and perspective as a digital storyteller and creator in the social media age.

**CM 330 Audio Post Production II (3)**

Pre: CM 153 with a grade of C or better; or instructor approval.  
This course is a study in advanced Audio Post Production. Topics include, but are not limited to Foley, Re-Recording Mixing, and Surround Sound.

**CM 340 The Modern Game Industry (3)**

Pre: CM 142 with a grade of C or better; or instructor approval.  
The game industry is rapidly changing to adapt to both new technology and an ever-evolving consumer base. In this course students will analyze and discuss current gaming platforms and trends, along with political and sociological issues that affect the industry. Students will also form theories about how the industry will continue to grow and change over the coming years.

**CM 341 Writing and Storytelling for Video Games (3)**

Pre: CM 140 and CM 142 and ENG 100 all with a grade of C or better; or instructor approval.  
Video games contain some of the deepest and most creative stories to be found in modern media. Students will analyze a variety of game stories, both classic and modern, to learn how to craft a detailed world with believable characters and an involving storyline. They will also study how player interaction and choice makes writing for video games far different than any other medium.

**CM 342 Game Design and Development I (3)**

Pre: CM 140; CM 142 with a grade of C or better; or instructor approval.  
Students will gain an in-depth knowledge of critical game design elements including controls, camera angles, and character attributes. They will then put these skills to use by designing and creating a small but fully playable original game or mod, either on their own or as part of a small team.

**CM 343 Game Level Design (3)**

Pre: CM 140; CM 142 with a grade of C or better; or instructor approval.  
Level design is responsible for the moment to moment flow of a game, including mapping out environments; positioning items, enemies, and obstacles; and fine tuning these creations to ensure optimal pacing and difficulty. Level design must also adapt to a variety of different genres and play styles. Students will analyze existing levels to identify strengths and weaknesses, and will design original levels of their own.

**CM 344 Game Logic (3)**

Pre: ICS 111.  
This course provides a hands-on introduction to the concepts and techniques of video game programming, including game design, algorithms, data structures, and user interfaces. Students will use a programming language, such as C++, to build and debug simple 2D games, and will learn to analyze the performance and design of their code. CR/NC grade option available.

**CM 350 Creative Strategy (3)**

Pre: ART 112 and ART 113D, both with a grade of C or better; or instructor approval.

This course focuses on the role of strategy in modern applied creativity. Students will develop strategies that support conversations between businesses and people based on observations of culture and the marketplace. This course will have specific emphasis on how creative strategy articulates product and consumer understanding to better reach advertising and communication objectives.

**CM 351 Innovative Advertising (3)**

Pre: ART 112 and CM 120, both with a grade of C or better; or instructor approval.

This course will provide students with the skill set to take their concepts beyond print, outdoor, and TV executions. Students will work together to create new ways to entertain and inform. Particular emphasis will be paid to the intersection of creative media to create powerful new conversations with consumers.

**CM 352 Transmedia and Emerging Media (3)**

Pre: ART 112 and CM 120, both with a grade of C or better; and ENG 100 or higher; or instructor approval.

This course examines the emerging video-centric Internet and Mobile Media. Topics include personalized computational projects, multiplatform storytelling, multiscreen storytelling, and storytelling delivered through other innovative means, which leverage emerging technologies. The course covers research and analysis, and includes conceptualization, and pitching of Transmedia projects.

**CM 353 Making a Short Film (3)**

Pre: CM 120 and CM 152, both with a grade of C or better; or instructor approval.

In this course, students are introduced to all stages of making a narrative short film. The course provides hands-on experience in a variety of areas such as ideation, writing, planning, producing, cinematography, directing, editing, and publishing. The course emphasizes effective narrative storytelling, and as such, uses these skills in the context of their service to story.

**CM 358 Web Series Production (3)**

Pre: CM 120 with a grade of C or better; or instructor approval.

This course explores principles of storytelling, audience building practices, user experience design, discovery, and social media distribution in the context of conducting day-to-day operation and production of a web series. This hands-on course emphasizes teamwork and cross-disciplinary collaboration. The course adopts the culture of a new media production studio where the goals for the web series are clearly defined, and the show's performance data guides its future direction.

**CM 359 Branded Media Entertainment (3)**

Pre: CM 120 with a grade of C or better; or instructor approval.

This course explores best practices in creating and distribution of a branded entertainment online video campaign. Topics include video conceptualization, writing, storyboarding, pitching, pre-production, scheduling, and budgeting, as well as branding, social media strategy, and a distribution strategy.

**CM 377 Digital Anthropology (3)**

Pre: ENG 100.

Digital anthropology is a specialized disciplinary area and area of ethnographic research concerned with the impacts of technology on society and on humans in terms of culture and behavior, shaping how we perceive the world around us. Digital anthropology entails the study of a broad range of technology and associated communities. Topics include virtual reality, social media, gaming, various smart mobile devices, artificial intelligence, along with other technologies. (Cross-list ANTH 377)

**CM 378 Visual Depictions of the Human Experience and Media Power (3)**

Pre: ENG 100.

Visual anthropology is an area of expertise within the discipline concerned with the portrayal and understanding of people through visual modes that include artifacts, ethnographic film, photography, performance art, and computer based multi-media. The course provides hands on experience in learning about these specific modes, overviews the history and theory of visual anthropology, and explores ethical considerations regarding the portrayal of "others." The course additionally explores how media in society, ranging from social media to television, is a powerful medium for conveying the narratives that groups create to advance their views of reality. (Cross-list ANTH 378)

**CM 390 Creative Media Internship (3)**

Pre: Restricted to CM majors. Junior standing and instructor consent.

Creative Media students will apply existing knowledge and gain new skills as they engage with Industry through an internship.

**CM 391 Game Design Project (3)**

Pre: CM 342 and CM 442, both with a grade of C or better; or instructor approval.

This course acts as a capstone to the game design track. Students will form teams and use everything they've learned to plan, design, and develop a small but polished game or demo as a portfolio piece and for possible public release. The focus will be on teamwork, time management, and putting previously learned art, programming and design skills to good use.

**CM 401 Creative Professionals (3)**

Pre: Restricted to CM majors. Junior standing; ART 112 and CM 120, both with grade of C or better; or instructor approval. For content creators and artists, producing, sharing and profiting from their work product occupies the forefront of their training and education at the University. Recognizing possible legal issues and having a basic knowledge of the legal landscape of their industry will provide a foundation for future success. While this course will be an overview, and not a substitute for professional legal advice, it will give artists and content creators the fundamental tools to protect their works from infringement. The course will also give basic information on fair use, licensing and other areas regarding usage of existing and commissioned content.

**CM 402 Archival Research for Media Makers (3)**

Pre: CM 120 and ENG 200 both with a grade of C or better; or instructor approval.

This course covers the basic concepts, principles and technology of moving image archives and teaches research methods and tools of discovery and access for filmmakers wishing to incorporate archival footage in documentary, narrative, and experimental productions. The course also introduces basic archival processes that can be incorporated into existing production workflows to ensure videos made today are available, findable and playable in the future.

**CM 403 Special Projects (3)**

Pre: Junior standing; instructor approval.

An advanced course that provides students with on-the-job experience in a classroom environment. Emphasis is on production such as but not limited to videos, printed materials, electronic files, web design and other forms of publication from conception to finished collateral. Extensive use of computer and other media skills.

**CM 404 Museum Exhibits and Visual Methods (3)**

Pre: Any CM or ANTH class.

Museum exhibits educate and entertain. Exhibit settings range from buildings to public spaces and have the power to inspire and move people to gain understanding or deep interest in the topic at hand. Exhibits ultimately tell stories. Anthropological methods and various forms of media are used for depicting these stories. Students in this course will gain hands on experience in applying some of these methods and putting together an exhibit with a borrowed collection. (Cross-list ANTH 404)

**CM 405 Documentary Arts (3)**

Pre: CM 120 and CM 152 and ENG 100, all with a grade of "C" or better; or instructor approval.

This course explores various approaches to storytelling in the

world of non-fiction. Through screenings, demonstrations, discussion, hands-on projects and guest talks, the course explores a) types of web-based documentary projects; b) the art of "the pitch"; c) web documentary research and development, and d) online non-fiction media distribution strategies. The course welcomes experimentation and in addition to documentary films, encourages creation of websites, games, apps, etc. that are documentary in nature. (Previously CM 400D)

**CM 406 Advanced Screenwriting (3)**

Pre: CM 155 and ENG 200, both with a grade of "C" or better; or instructor approval.

This course provides students with an advanced workshop in screenwriting. This course provides students with the opportunity to build upon and enhance the basic principles of composing narratives for visual media. Analyzing and evaluating representative texts, students will become familiar with strategies for writing one's own screenplay. With recourse to the basic polarity between convention and innovation, students will engage in writing elements such as the three-act structure, dramatic action, and character development. Drafting, revision, and attention to the business of screenwriting will also figure prominently in course, readings, lectures, and discussions. Meetings will revolve around an inviting and collaborative workshop environment that allows us to discuss ideas, problems, anxieties, and possibilities that often attend the screenwriting process. By semester's end each student will complete an original screen drama. (Previously CM 400A)

**CM 407 Stop-Motion Animation (3)**

Pre: CM 120 and ART 112 with a grade of C or better; or instructor approval.

This course explores the various aspects of stop motion animation as it relates to 2D and 3D animation. Emphasis will be on the processes involved in the pre-planning, timing, and movement. Students will learn how to create a storyboard in order to produce visual effects sequences. Additionally, they will learn how to edit an animated sequence and add sound effects and music to the project. (Previously CM 400B)

**CM 415 Visual Design for Mobile Applications (3)**

Pre: CM 262 with a grade of C or better; or instructor approval.

Visual Design for Mobile Apps provides students with advanced coursework in visual design by thinking about user-centered design of existing and new mobile applications. Additionally, students will participate in the design of a new mobile application while learning programming basics as it relates to user interactions, visual design, wireframing and prototyping. (Previously CM 400C)



**CM 430 Mastering Social Media (3)**

Pre: CM 320 or CM 320D with a C or better.

Mastering Social Media provides students with the skills needed to be healthy and informed consumers and users of social media. Throughout this course, students will explore a variety of popular and less known social media platforms, learning how to most effectively use them in a variety of contexts. Through highly interactive exercises, they will analyze the pros and cons of different forms of social media relevant to today's modern, technology-centered society.

**CM 442 Game Design and Development II (3)**

Pre: CM 342 with a grade of C or better; or instructor approval.

This course provides an introduction to video game design and development. Students form interdisciplinary teams to design, build and demonstrate video games or related interactive entertainment environments and applications. Topics covered will focus on emerging computer science techniques that are relevant to the development of these types of environments. (Previously CM 385)

**CM 489 The Creative Process (3)**

Pre: Restricted to CM majors. Senior standing.

This course is an overview of the creative process. Designed as a major means of outcome assessment, the course requires the student to demonstrate summative competence in multiple ways. Students will be guided through the steps to create a proposal including an annotated bibliography, project proposal, and a presentation.

**CM 490 Senior Practicum (3)**

Pre: Restricted to CM majors. Senior standing; CM 489 with a grade of C or better, and instructor approval.

This course provides practical work experience in Creative Media to where students will apply their classroom lab knowledge and develop job competencies. Students will be placed in an internship of at least 120 hours and will allow students to experience production in a real-world situation.

**CM 491 Senior Project (3)**

Pre: Consent of instructor and one class of upper division writing intensive (WI) course work.

Working with a Creative Media faculty advisor, students will complete an original work of scholarship in the field of creative media. Students will share the results of this project via a substantial thesis oriented paper and brief oral presentation.

**CM -98 Selected Topics in Creative Media (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

**CM -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**CYBERSECURITY (CYBR)****CYBR 486 (alpha) Senior Project (3)**

Pre: Consent of instructor; ITS 410; one class of upper-division writing intensive (WI) coursework; and completion of concentration requirements, or concurrent enrollment.

The goal of the Senior Project course is to allow students to research problems or issues within their chosen Applied Science field. Upon completion of the project, students must complete a formal report with a minimum of 12 written pages and an oral presentation of the project in order to earn three (3) credits as part of the Bachelor of Science degree in Cybersecurity with a concentration in Cyber Operations. With assistance from a Faculty Advisor, students will complete a project based on original research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies. C: Cyber Operations.

**CYBR 490 (alpha) Senior Practicum (3)**

Pre: Consent of instructor; one class of upper-division writing intensive (WI) course work; and completion of concentration requirements, or concurrent enrollment.

The Senior Practicum provides students the opportunity to complete a practicum or internship with an appropriate community agency or institution with the assistance of an applied science Faculty Advisor. As an intern, each student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a field-relevant task. Students will report on the experience and refine communication skills by sharing the results of the learning process with peers. This course will provide students with experience in their designated field of study with the completion of a minimum of 120 field hours and 40 academic hours (classroom attendance, individual conferences, report writing, and class presentations) to earn three (3) credits toward their degree. C: Cyber Operations.

**Data Science (DATA)****DATA 340 Business Intelligence (3)**

Pre: ICS 101 or BUS 101 or equivalent; and ENG 200 or ENG 209 or equivalent.

This hands-on course provides students with experience visual-

izing data and using visualizations to tell the story of the data. This course also explores broader ethical issues including those related to the use of data and data governance. (Previously BUSA 340)

### **DATA 342 Practical Programming (3)**

Pre: ICS 111 or ITS 148; and BUSA 320 or PUBA 341 or SSCI 210 or MATH 361; and ICS 211; or permission of instructor. This course covers main data types, data structures, and control structures in Python. Students will learn to develop, document, and implement algorithms working through modular programming as well as the object-oriented paradigm. Python applications will be explored as they relate to both business applications and information security. (Previously BUSA 342)

### **DATA 348 Business Analytics (3)**

Pre: BUSA 320 or PUBA 341 or SSCI 210 or MATH 361; or instructor approval. This course provides an overview of the research cycle specific to addressing business questions. Students will learn foundational principles, methods, and tools in data analytics to analyze and visualize business data. Specialized analytics will be introduced, including accounting and operations analytics. (Previously BUSA 348)

### **DATA 349 Data Analytics on the Cloud (3)**

Recommended: Prior exposure to or very strong interest in data analytics. Beginning with relational databases and structured query language (SQL), this course provides students with hands-on examples and assignments with the data analytics workflow on the cloud. (Previously BUSA 349)

### **DATA 436 Machine Learning in Practice (3)**

Pre: ICS 111 or ITS 148 or equivalent; and BUSA 320 or PUBA 341 or SSCI 210 or equivalent; or consent of instructor. Recommended: ICS 129, ICS 211, and BUSA/DATA 342. This course introduces students to machine learning by studying examples that illustrate key techniques. Examples may be drawn from areas such as working with unstructured data; implementing and interpreting unsupervised or supervised learning analyses; binary classification analyses; or supervised classification analyses. (Previously BUSA 436)

### **DATA 448 Methods for Data Analytics (3)**

Pre: BUSA 320 or instructor approval. Recommended: BUSA/DATA 348. This hands-on course introduces students to the data analytics workflow. Beginning with methods for extract, transform, load (ETL), the course continues with analytical methods based on linear regression. The course discusses assumptions for regression, and examines violations of those assumptions, such as

heteroskedasticity, and introduces students to methods for time series analysis. The course also stresses completing the data analytics workflow by presenting findings. (Previously BUSA 448)

## **EARLY CHILDHOOD EDUCATION (ECED)**

*Note: The following set of core Early Childhood Education courses, or equivalents, is required as program prerequisites prior to taking any UH West O'ahu ECED course work. These courses can be taken at Hawai'i Community College, Kauai Community College, Honolulu Community College or Maui College.*

- ECED 105 Introduction to Early Childhood Education
- ECED 110 Developmentally Appropriate Practice
- ECED 131 Early Childhood Development: Theory into Practice
- ECED 140 Guiding Young Children in Group Settings
- ECED 151 & 191v/190 Practicum in Early Childhood Education
- ECED 115 or 215 Health, Safety, and Nutrition for the Young Child (Healthy Young Children)
- ECED 245 Child, Family and Community
- ECED 263 Language and Creative Expression Curriculum
- ECED 264 Inquiry and Physical Curriculum
- ECED 296C/P & 291v Field Experience in Early Childhood Education

### **ECED 320 Issues, Trends and Leadership in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division. This course includes the study, discussion and critique of topics related to contemporary issues and trends that influence early childhood programs and policies. Students will demonstrate how child development knowledge, leadership skills, professional and ethical standards, and advocacy for young children and their families are fundamental to the changing field of ECE. Students will select a national or international ECE topic of interest to write an in-depth analysis.

### **ECED 340 Communication and Relationships in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division. This course explores social and cultural influences that impact relationships and communication in early childhood settings. Students will analyze skills and strategies for maintaining positive relationships with children, staff, and families and for dealing with challenging behaviors. Students will demonstrate how multicultural Education, culturally relevant teaching and the social/political context of learning inform relationships in ECE settings. Students will reflect on their relationships with

children and families from diverse backgrounds.

### **ECED 401 Curricular Models in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division.

This course compares and contrasts a variety of national and international curricular models in early childhood education. Programs select the curricular model(s) that reflects theoretical orientations and the culture of their learning communities. Connecting theory and practice, students will reflect on their own cultural biases and professional preferences. Students will examine and critique programs such as: The Project Approach, High Scope, Reggio Emilia, Behavior Analysis, Bank Street, Montessori, Waldorf Education, Head Start, and Culturally Relevant, Multicultural/Anti-Bias models.

### **ECED 402 Emergent Literacy in the Home, School and Community (3)**

Pre: Required ECED core courses at the lower division.

This course examines the theoretical foundations of emergent literacy and learning activities designed to enhance literacy development of young children in different socio-cultural communities of learning. Students will analyze the interrelatedness of emergent reading and writing, and the development of speaking and listening skills. Students will demonstrate how emergent literacy evolves for all children and how culturally sensitive home-school relationships can enhance literacy awareness.

### **ECED 420 Administration and Supervision of Early Childhood Programs (3)**

Pre: Required ECED core courses at the lower division.

This course addresses principles of leadership and effective program management and the diverse roles and responsibilities of staff in early childhood settings. Students will analyze topics such as: the selection and training of personnel, budget and financial planning, state licensing regulations, program accreditation, and professional ethics. Students will prepare teacher and parent handbooks or an administrative center overview, which includes program assessment, staff performance evaluation, and building family and community relationships.

### **ECED 430 Multilingual and Multicultural Education for Young Children (3)**

Pre: EDEF 310 or ECED core courses at lower division, or instructor approval.

This course explores culturally and linguistically sustaining and developmentally appropriate educational practices to support bi/multilingual children, including dual language learners, emergent bi/multilingual learners, and heritage language learners. By examining the historical and sociopolitical influences that have shaped Hawai'i's pluralistic cultural and linguistic landscape, the course highlights instructional practices and

assessments that recognize and build upon the strengths of bi/multilingual children. It also emphasizes collaboration with families in supporting children's development and education through respectful and reciprocal relationships.

### **ECED 440 Instruction and Assessment in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division.

This course examines how instruction and student assessment informs the decision-making process for creating effective curriculum for preschoolers. Students will demonstrate the use of student observation to plan effective individualized teaching, the implementation of developmental assessment tools to inform practice, the identification and use of authentic assessment, and the integration of culturally relevant content into curricular planning. Students will critique inauthentic and inappropriate assessment and the effect on student learning.

### **ECED -98 Selected Topics in Early Childhood Education (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **ECED -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## **ECONOMICS (ECON)**

### **ECON 120 Introduction to Economics (3)**

One-semester survey of microeconomics and macroeconomics with a focus on understanding current economic events for students in all disciplines. (DS)

### **ECON 130 Principles of Microeconomics (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Examination of the decision-making process of households and firms. Analysis of the functioning of market systems, using supply and demand models. This analysis includes both input and output markets. Additional topics include the role of government in a market system, and the effects of competitive strategy. (DS)

### **ECON 131 Principles of Macroeconomics (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Examination of the workings of the overall economy from a national perspective. Topics include the determination of national income; causes and effects of inflation; unemployment and income inequality; causes and consequences of international differences in economic growth; analysis of business cycles; and role of govern-

ment policy in stabilizing the economy. Additional topics include taxation, budgets, and trade. (DS)

### **ECON 300 Intermediate Macroeconomic Theory (3)**

Pre: ECON 131 or equivalent.

National income accounts and determination, Keynesian multiplier analysis, IS-LM model, national economic policy to combat unemployment and inflation.

### **ECON 301 Intermediate Microeconomic Theory (3)**

Pre: ECON 130 or equivalent.

Price determination and resource allocation under various market structures, consumer theory, theory of the firm, externalities. (DS)

### **ECON 302 Managerial Economics (3)**

Pre: Introductory economics class or ECON 130 or 310; and MATH 103 or higher level math.

Application of economic and statistical concepts for business decisions. Topics include demand and supply analysis, production, case analysis, forecasting, technological change, capital budgeting, input output analysis, and computer techniques for business problems.

### **ECON 311 Hawai'i's Economy (3)**

Economic history of Hawai'i from pre-Captain to the present, current economic problems, trends and alternative economic futures for Hawai'i.

### **ECON 321 Business Finance (3)**

Pre: ACC 201 and ACC 202 or equivalent; and completion of or concurrent enrollment in BUSA 320 or equivalent.

Introduction to the theory and practice of financial management: analysis and decision making for asset management, capital budgeting, and capital structure. (Cross-list BUSA 321)

### **ECON 324 Analyzing & Presenting Economic Data (3)**

Pre: ECON 130 and ECON 131

In this course students will learn how to access and use databases containing economic and financial information. Students will develop economic predictions and investment recommendations while using these databases and present their findings to the class. Topics will include a review of major economic data concepts, an overview of the Federal Reserve Economic Database, an overview of financial trading platforms, and a discussion of how to present economic predictions and financial recommendations that are based on quantitative data.

### **ECON 325 Philosophy of Economics (3)**

Study of the philosophical basis of modern economic systems, the role of economics in social life and the competing visions of society. (Cross-list PHIL 325) (DH)

### **ECON 334 Economics of Health (3)**

Pre: Completion of or concurrent enrollment in ECON 120 or ECON 130 or ECON 131; or instructor approval.

Private and public demand for health, health insurance, and medical care; efficient production and utilization of services; models of hospital and physician behavior; optimal public policy; and community health issues.

### **ECON 340 Financial Institutions and Markets (3)**

Pre: ECON 131.

This course covers the basics of the financial institutions and markets that facilitate the transfer of resources from savers to borrowers. Financial intermediation is essential to promoting economic efficiency by ensuring that scarce capital resources are put to their most effective use.

### **ECON 342 History of Economic Thought (3)**

Pre: ECON 130 and one of these 3 courses: ECON 131, HIST 151 or HIST 152.

This course introduces major western economic theorists and ideas since around the 1700s and considers the history of views on work, poverty, the market and government, and the relationship of those doctrines to society, philosophy, and public policy. (Cross-list HIST 342)

### **ECON 358 Environmental Economics (3)**

Pre: ECON 131 or equivalent course.

Economic analysis of environmental issues. Questions addressed are: How much pollution is too much? Can government solve the pollution problem? Can incentives be used to affect the amount of pollution? How can global issues be resolved?

### **ECON 360 Certification in Analysis (3)**

Pre: ECON 130 or ECON 131.

This course provides students in economics with an introduction to the financial services and investment industry for preparation for the Chartered Financial Analyst (CFA) Investment Foundations Program. May be taken for CR/NC. (Student may earn credit for either ECON 360 or BUSA 311, not both.)

### **ECON 364 Economic and Market Data Management (3)**

Pre: ECON 130 or ECON 131, with a grade of C- or better.

With computer terminals that have access to economic and financial data, the challenge becomes one of how to find and use market data while applying the economic principles that relate to the same data. This course will provide workforce training skills for careers in economic research, analysis, and banking.

### **ECON 370 Government Finance (3)**

Pre: Completion of or concurrent enrollment in ECON 130;



and ECON/BUSA 321.

This course examines the role of the government in the economy and how the government finances its operations. Among the topics to be discussed will be why the government intervenes in the economy, how the government affects the economy, the extent of intervention in the economy by the government, and an extensive discussion of how the government finances its operations through taxation.

### **ECON 392 Executive Lecture Series in Economics and Markets (3)**

Pre: ECON 130 and ECON 131, both with a grade of C- or better. Executive Lecture Series in Economics and Markets will have guest speakers from the economics and financial community who will provide students an opportunity to learn from their expertise and develop their workforce skills.

### **ECON 396 Contemporary Economic Issues (3)**

Pre: ECON 130 or 131.

Explores the relevance of economic principles to such current economic problems as inflation, unemployment, balance of payments, energy crisis, distribution of income, discrimination, and other topics of current interest. Approach will be analytical, with the student posing and analyzing problems using economic concepts.

### **ECON 410 Economic Development (3)**

Pre: ECON 300 and ECON 301.

Problems of contemporary economically less-developed countries; agricultural employment and urbanization/ industrialization, savings and investment, foreign sector, population growth, strategies for development.

### **ECON 430 Money and Capital Markets (3)**

Pre: ECON 130 and ECON 131, both with a grade of C- or better.

This course will look at the major types of financial institutions and financial instruments such as stocks, securities, and mortgages. It will look at how and why the system of money and capital markets exists and how it is changing. Also, it will provide an explanation of how interest rates and security values are determined and used. Further, it will discuss the current and future trend of the globalization of the financial markets. (Cross-list FIN 430)(Previously BUSA/ECON 322)

### **ECON 432 Forecasting and Risk Management (3)**

Pre: BUSA 320 or SSCI 210 or equivalent.

Analysis of time series data for forecasting and risk management. Forecasts for smoothing, decomposition, multiple regression, Box Jenkins, auto-correlation, moving average, auto-regression. Comparison and selection of suitable forecasting methods for a given application. Use of computer packages. (Cross-list BUSA 432)

### **ECON 433 Anthropology of Social Enterprise (3)**

Pre: ENG 100.

The discipline of anthropology provides unique methods, tools and insights that can be applied in analyzing, addressing and solving prescient global issues through social entrepreneurship and sustainable development. This course will examine these critical methods and perspectives in historical, cross-cultural, and diverse geographical contexts through an examination of anthropological ethnographies and case studies. The course requires students to develop their own unique set of practical tools for future engagement in social enterprise and sustainable development projects. (Cross-list ANTH 433)

### **ECON 440 Money and Banking (3)**

Pre: ECON 131 with a grade of C- or better.

Nature and role of money; money creation; commercial banking and financial intermediaries; role of central banks and monetary policy; international aspects of monetary problems. (Previously ECON 340)

### **ECON 461 International Trade and Finance (3)**

Pre: ECON 300 or ECON 440 or FIN 307.

This course will survey the theory of international trade and finance, gains from specialization and exchange and the impact of trade restrictions such as tariffs and quotas. Also monetary aspects of international economics, optimum reserves, exchange rates, balance of payments and capital movements. (Cross-list BUSA/ FIN 461) (DS)

### **ECON 491 Entrepreneurial Service Learning (3)**

Pre: ECON 130 or ECON 131.

Students will design and implement economically focused projects for middle and high school students that demonstrate how the free enterprise system and entrepreneurship functions in our economic system. Students will be given an opportunity to implement these projects in an educational environment within the schools in the communities surrounding UH West O'ahu. This course will allow students to learn about the free enterprise system in a real or simulated working environment. This course will challenge students to use the knowledge they have obtained in the classroom to improve their surrounding communities. In addition, students may help mentor at risk students or budding entrepreneurs get their plans off the ground. (Cross-list BUSA/FIN 491)

### **ECON 495 Urban Economics (3)**

Pre: ECON 120, ECON 130, or ECON 131.

This course will examine, with a heterodox theoretical framework, issues such as why cities exist, why people and economic activity cluster in a city, and what social ills emerge out of and are fueled by this clustering.

**ECON -98 Selected Topics in Economics (v 1-6)**

Topics selected will vary, emphasis on relevancy and application of theory and analysis to problem solving. Examples: natural resource economics, law and economics, women and the economy, economics of information, and cost-benefit analysis. May be repeated for credit.

**ECON -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various fields. To be arranged with the instructor.

**EDUCATION (EDUC)****EDUC 120 'Āina/Place-Based Education (3)**

This course provides strategies and skills for effectively conceptualizing, planning, and implementing 'Āina, place and community-based education with a focus on sustainability and environmental stewardship. Using participatory action research (PAR), students will research and plan a community-based education project that links the university and local community. Through project development, research and course readings and assignments, students will enhance academic writing and oral communication while developing project management and leadership skills. (Cross-list SCFS 120)

**EDUC 121 Garden Education (3)**

This course provides strategies and skills for effectively conceptualizing, planning, and implementing Garden Education into the school curriculum. (Cross-list SCFS 121)

**EDUC 210 Hawaiian Ways of Knowing in Education (3)**

Pre: ENG 100 and HWST 107; or instructor consent.

This course introduced concepts and methods related to Hawaiian ways of knowing, including Hawaiian epistemology, 'ike kupuna, cultural transmission and Hawaiian values. This course aims to build and sustain a community of learners interested in building a foundation for teaching through a Hawaiian lens in education, both in the schools and in community education programs. (Cross-list HPST 210)

**EDUC 225 Introduction to Book Clubs (3)**

This course is a means to engage in critical thinking and analysis across all literary genres: fiction, non-fiction, and poetry. Oral presentations are central to course assignments, in support of student development of conversation, discussion, and presentation skills. Primary focus is on literature for children and adolescents, grades K-12. Open to all majors.

**EDUC 310a Hawaiian Ways of Knowing (3)**

Pre: EDUC 210; or instructor consent.

This series of courses builds on Hawaiian Ways of Knowing in Education, including Hawaiian epistemology, 'ike kupuna, cultural transmission, and Hawaiian values as a grounding foundation for the course. Possible iterations include: B: Mathematics; C: Science; D: Language Arts; E: Social Studies; F: Building a Beloved Community. May be repeated for credit with a different topic.

**EDUC 400 Alternative Pathways to Licensure (3)**

Pre: Admission to Alternative Pathways to Licensure Program.

An introduction to the process of obtaining a standard teaching license in the State of Hawai'i via alternate pathways. Intended for emergency hired, K-12 classroom teachers.

**EDUC 410 Reading and Writing Across the Curriculum (3)**

Pre: APTE approval.

Coreq: EDEF 404; and SPED 405; and EDSE 430 or EDML 430.

Explores teaching and literacy learning (reading and writing) across curricular content areas, in grades 6-12, with emphasis on developmentally appropriate and culturally responsive pedagogy. This course is designed for middle-level and secondary education majors. Restricted to major.

**EDUC 482 Productive Learning in the Math Classroom (2)**

Pre: APTE approval (for Secondary and Middle-Level Education Students only).

Coreq: EDML 430 or EDSE 430.

This 2-credit course incorporates hands-on math activities and adaptive learning materials to promote a growth mindset, learning strategies, and classroom management approaches necessary in the middle level and secondary education math classroom. The course is intended to provide future math teachers with the tools to engage in the process of critical reasoning, collaboration, focused inquiry, investigations, and communication through group presentations.

**EDUC 495 Action Research (3)**

Pre: Instructor approval.

This course introduces the theoretical and practical dimensions of school-based action research on topics related to curriculum, instruction, and learning; students conduct an action research project; intended for in-service teachers and pre-service teacher candidates.

**EDUC -98 Selected Topics in Education (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

**EDUC -99 Directed Reading and Research (v)**

Pre: Instructor approval. To be arranged with instructor.

**EDUCATION: ELEMENTARY (EDEE)**

EDEE courses are restricted to Education majors.

*\*Note: Approval of the Application for the Professional Teacher Education (APTE) is required for enrollment into the 400-level Elementary Education courses. Requirements include: passing scores on the Praxis I; completion of a minimum of 45 credits; and a minimum 2.5 cumulative (overall) GPA; fingerprinting and background check completed by Hawai'i Department of Education. Additionally, minimum grades of C- or better in the following courses: EDEF 200, 201, 310, MATH 111, ENG 200, PSY 340, and PSY 342.*

**EDEE 300 Service Learning (v 1-3)**

Pre: Sophomore or higher level standing; EDEE 200 and 201 (or concurrent enrollment).

In this field-based course, students participate in a minimum of 45 hours (per credit hour) of volunteer work, utilizing cultural and scientific community resources, which in turn provide the contexts for understanding the impact of educational initiatives in a global society. Students gain valuable, first-hand experience with contemporary issues in education, within the context of service to the local community.

**EDEE 324 Health, Physical Education & Movement (3)**

Pre: Completion of EDEE 310 with a C- or higher grade or concurrent enrollment.

Provides experiences for elementary teacher candidates to create interactive learning opportunities for children, as they develop personal and social responsibility for a healthy lifestyle. Emphasis is placed on integrating concepts of health, physical education, and movement across all subject areas in the elementary school curriculum. Focus on National and Hawai'i Health Education Standards.

**EDEE 325 Creative & Performing Arts (3)**

Pre: Completion of EDEE 310 with a C- or higher grade or concurrent enrollment.

An invitation to engage with creative and performing works of art, revealing the possibilities of imagination within education. Through experiences with creativity, conventional understandings can be expanded, offering new perspectives and alternatives to everyday learning. Developing creative rituals, experiencing various arts, and conversing critically will encompass the overall structure of the course.

**EDEE 402 Social Studies Methods (3)**

Pre: APTE approval.

Coreq: EDEF 404; EDEE 406; SPED 405.

This course in elementary school social studies methods focuses on teaching and learning social studies in grades K-6. The purpose is to enable teacher candidates to become

thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered social studies curriculum.

**EDEE 406 Block 1 Practicum with Seminar (3)**

Pre: APTE approval.

Coreq: EDEE 402, EDEF 404, and SPED 405.

Block 1 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an elementary school classroom where they put into practice methods and materials that have been studied in their on-campus social studies and teaching culturally and linguistically diverse learner courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations.

**EDEE 422 Reading Methods (3)**

Pre: Completion of Block 1 courses with a grade of C- or higher in all courses; prior or concurrent enrollment in ENG 383 or approved children's literature course

Coreq: EDEE 424 and EDEE 426.

This course in elementary school reading methods focuses on teaching and learning to read in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered reading curriculum.

**EDEE 424 Language Arts Methods (3)**

Pre: Completion of Block 1 courses with a grade of C- or higher in all courses; prior or concurrent enrollment in ENG 383 or approved children's literature course.

Coreq: EDEE 424 and EDEE 426.

This course in elementary school language arts methods focuses on teaching and learning the English language arts in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered language arts curriculum.

**EDEE 426 Block 2 Practicum with Seminar (3)**

Pre: Completion of Block 1 courses with a grade of C- or higher in all courses; prior or concurrent enrollment in ENG 383 or approved children's literature course.

Coreq: EDEE 422 and EDEE 424

Block 2 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an

elementary school classroom, where they put into practice methods and materials that have been studied in their on-campus reading and language arts courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations.

### **EDEE 462 Math Methods (3)**

Pre: Completion of MATH 111 and MATH 112 with a grade of C- or higher; completion of Block 1 and Block 2 courses with a grade of C- or higher in all courses

Coreq: EDEE 464 and EDEE 466.

This course in elementary school mathematics methods focuses on teaching and learning math in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered mathematics curriculum.

### **EDEE 464 Science Methods (3)**

Pre: Completion of MATH 111 and MATH 112 with a grade of C- or higher; completion of Block 1 and Block 2 courses with a grade of C- or higher in all courses.

Coreq: EDEE 462 and EDEE 466.

Elementary school science methods focuses on teaching and learning science in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a standards-based science curriculum.

### **EDEE 466 Block 3 Practicum with Seminar (3)**

Pre: Completion of MATH 111 and MATH 112 with a grade of C- or higher; completion of Block 1 and Block 2 courses with a grade of C- or higher in all courses.

Coreq: EDEE 462 and EDEE 464.

Block 2 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an elementary school classroom where they put into practice methods and materials that have been studied in their on-campus mathematics and science courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations.

### **EDEE 490 Student Teaching (12)**

Pre: Application and formal admission to the Professional Student Teaching semester

Coreq: EDEE 492 Student Teaching is a full-time, 15-week, supervised classroom experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days

of solo teaching. Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum. Mandatory CR/NC.

### **EDEE 492 Student Teaching Seminar (3)**

Pre: Application and formal admission to the Professional Student Teaching semester; successful completion of all field experience, practicum, and methods courses with a grade of C- or higher; 2.75 or higher GPA for methods and co-requisite practicum courses; 2.5 overall GPA.

Coreq: EDEE 490 Student Teaching.

Examines current issues in education, including contemporary ethical issues. Further study of foundations, classroom organization and management, and disciplinary methods applied to classroom teaching and learning; final preparation and sharing of electronic professional portfolio.

### **EDEE -98 Selected Topics in Elementary Education (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **EDEE -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## **EDUCATION: MIDDLE-LEVEL (EDML)**

*EDML courses are restricted to Education majors.*

### **EDML 428 Middle-level English Language Arts Methods (3)**

Pre: Completion of Middle-level Block 1 with no grade lower than C- in all courses.

Coreq: EDML 440.

Prepares teacher candidates to obtain the knowledge, skills, and dispositions necessary to plan for developmentally appropriate content and pedagogy associated with teaching and learning the English Language Arts: Listening, Speaking, Reading, Writing, Visualizing, Visually Representing in grades 6-8.

### **EDML 430 Block 1 Practicum with Seminar (3)**

Pre: APTE approval.

Coreq: EDEF 404; EDUC 410; and SPED 405.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-8 English, Social Studies, Mathematics, or General Science. Seminar topics include curriculum & instruction, classroom management, assessment, and home-school communications.

### **EDML 438 Middle-Level Math Methods (3)**

Pre: Completion of Middle-Level Block 1 with no grade lower



than C- in a Block 1 course.

Coreq: EDML 440.

This course focuses on teaching and learning mathematics in grades 6-8. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered mathematics curriculum.

### **EDML 440 Block 2 Practicum with Seminar (3)**

Pre: Completion of Middle-level Block 1 with no grade lower than C- in all courses.

Coreq: EDML 428, EDML 438, EDML 458, or EDML 448.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-8 English, Social Studies, Mathematics, or General Science. Seminar topics include curriculum & instruction, classroom management, assessment, and home-school communications.

### **EDML 448 Middle-level Social Studies Methods (3)**

Pre: Completion of Middle-level Block 1 with no grade lower than C- in all courses.

Coreq: EDML 440.

Explores various aspects of teaching and learning social studies in the middle grades (6-8). The course considers the values, philosophies, and politics of social studies education in the middle school to prepare teacher candidates to be thoughtful creative, and critical teachers who effectively plan and implement a student-centered social studies curriculum.

### **EDML 458 Middle-Level General Science Methods (3)**

Pre: Completion of Middle-Level Block 1 with no grade lower than a C- in any Block 1 course.

Coreq: EDML 440.

Middle-level General Science Methods enables teacher candidates to become thoughtful, creative and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered science curriculum in the middle schools, grades 6-8. Includes laboratory techniques for general sciences.

### **EDML 490 Student Teaching (12)**

Pre: Application and formal admission to the Professional Student Teaching semester.

Coreq: EDML 492, Student Teaching Seminar

Student Teaching is a full-time, 15-week, supervised classroom experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching.

Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum for grades 6-12. Mandatory CR/NC

### **EDML 492 Student Teaching Seminar (3)**

Pre: Application and formal admission to the Professional Student Teaching semester; successful completion of all field experience, practicum, and methods courses with a grade of C or higher; 2.75 or higher GPA for methods and co-requisite practicum courses; 2.5 overall GPA.

Coreq: EDML 490 Student Teaching

Examines current issues in education, including contemporary ethical issues. Further study of foundations, classroom organization and management, and disciplinary methods applied to classroom teaching and learning; final preparation and sharing of electronic professional portfolio.

## **EDUCATION: SECONDARY (EDSE)**

*EDSE courses are restricted to Education majors.*

### **EDSE 428 Secondary English Language Arts Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses. Coreq: EDSE 440.

Prepares teacher candidates to obtain the knowledge, skills, and dispositions necessary to plan for developmentally appropriate content and pedagogy associated with teaching and learning the English Language Arts: Listening, Speaking, Reading, Writing, Visualizing, Visually Representing in grades 6-12.

### **EDSE 430 Block 1 Practicum with Seminar (3)**

Pre: APTE approval.

Coreq: EDEF 404; EDUC 410; and SPED 405.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-12 English, Social Studies, Mathematics, or Biology. Seminar topics include curriculum & instruction, classroom management, assessment, and home-school communications.

### **EDSE 437 Secondary Math Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 440.

This course focuses on teaching and learning mathematics in grades 6-12. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered mathematics curriculum.

### **EDSE 440 Block 2 Practicum with Seminar (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 428, EDSE 437, EDSE 448, EDSE 457, or EDSE 458.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-12 English, Social Studies, Mathematics, or Biology. Seminar topics include curriculum & instruction, classroom management, assessment, and home-school communications.

### **EDSE 448 Secondary Social Studies Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 440.

Explores various aspects of teaching and learning social studies in the middle grades (6-8). The course considers the values, philosophies, and politics of social studies education in the secondary school to prepare teacher candidates to be thoughtful, creative, and critical teachers who effectively plan and implement a student-centered social studies curriculum.

### **EDSE 457 Biological Science Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 440.

Secondary Biological Science Methods enables teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered science curriculum in the secondary school, grades 6-12. Includes laboratory techniques for the biological sciences.

### **EDSE 458 Secondary General Science Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDUC 410 and EDSE 440.

Secondary General Science Methods focuses on teaching and learning science inquiry skills, content, and attitudes for middle-level and secondary school classrooms. This course provides teacher candidates with a deep understanding of how students in grades 6-12 learn science curricula and gives them the skills needed to address curriculum adaptations that meet the needs of all learners. This course also provides opportunities for teacher candidates to become thoughtful, creative, and effective teachers.

### **EDSE 490 Student Teaching (12)**

Pre: Application and formal admission to the Professional Student Teaching semester.

Coreq: EDSE 492, Student Teaching Seminar

Student Teaching is a full-time, 15-week, supervised classroom experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching.

Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum for grades 6-12. Mandatory CR/NC.

### **EDSE 492 Student Teaching Seminar (3)**

Pre: Application and formal admission to the Professional Student Teaching semester; successful completion of all field experience, practicum, and methods courses with a grade of C- or higher; 2.75 or higher GPA for methods and co-requisite practicum courses; 2.5 overall GPA.

Coreq: EDSE 490 Student Teaching

Examines current issues in education, including contemporary ethical issues. Further study of foundations, classroom organization and management, and disciplinary methods applied to classroom teaching and learning; final preparation and sharing of electronic professional portfolio.

## **EDUCATIONAL FOUNDATIONS (EDEF)**

*EDEF courses are restricted to Education majors.*

### **EDEF 107 Careers in Education (3)**

In this course students begin the process of understanding the nature of teaching and what it means to be a teacher. Being a good teacher is a complex endeavor that requires a thoughtful, caring and committed individual. They observe teachers and other educators on campus and through the process of metacognition develop a greater awareness about the teaching profession and its impact on the community. This course is designed to promote open discussion through active inquiry and participation. Students are expected to devote a minimum of 9- hours a week engaging in reflective practices about your experiences, beliefs, and perceptions; and completing assigned readings.

### **EDEF 200 Early Field Experience (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and evidence of liability insurance and a cleared Hawai'i DOE criminal history check before registering for this course.

Coreq: EDEF 201.

45 hours of supervised field experiences that engage the pre-service teacher candidate in a Professional Development School (PDS) teaching and learning environment. Requires weekly reflections that are grounded in critical thinking about issues in teaching and learning, along with attention to the ethical standards of the teaching profession. Student must obtain liability insurance and have been cleared the Hawai'i DOE criminal history check before registering for this course. Mandatory CR/NC.

### **EDEF 201 Introduction to Teaching as a Career (2)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: EDEF 200.

Introduces the teacher candidate to the process of becoming a

highly qualified teacher in the State of Hawai'i. Topics include: an overview of the Teacher Education program, K-6; an introduction to the multiple dimensions of teaching, including the "why" of teaching (entering the profession); the "who" of teaching (students), the "what" of teaching (curriculum), and the "how" of teaching (pedagogy); an initiation into the lifelong process of reflection and growth; and initial development of the Professional Portfolio.

### **EDEF 281 Education in the Pacific Islands (3)**

Pre: ENG 100 or instructor approval.

Recommended: HWST 107 and/or PACS 108.

This course introduces concepts and methods related to educational processes, pedagogies, and systems in the Pacific Islands, including indigenous epistemologies, cultural transmission, and their interactions with western schooling. This course emphasizes the development of oral communication skills through focused discussions and evaluations of readings on education in the Pacific Islands. (Cross-listed HPST 281)

### **EDEF 310 Education in American Society (3)**

Pre: Sophomore or higher level standing; completion of EDEF 200 and 201 with a C- or higher or concurrent enrollment.

This course focuses on interrelated historical, political, philosophical, and socio-cultural factors influencing education in today's society. Teacher candidates also participate in a minimum 20 hours of volunteer work, utilizing cultural and scientific community resources, which in turn provide the contexts for understanding the impact of educational initiatives in American society.

### **EDEF 345 Introduction to Middle-Level/Secondary Education (3)**

Pre: EDEF 200, EDEF 201 with a C- or higher; and prior or concurrent enrollment in EDEF 310.

Introduces concepts and methods related to middle-level and secondary teaching and learning, including adolescent development, identity, and middle-level/secondary pedagogy and philosophy. The course includes a field placement component where students will gain experience in a middle-level/secondary classroom.

### **EDEF 404 Teaching Culturally and Linguistically Diverse Learners (3)**

Pre: APTE approval.

Coreq: Elementary: EDEE 402, EDEE 406, and SPED 405.

Middle-Level (Grades 6-8): EDUC 410, EDML 430, SPED 405.

Secondary (Grades 6-12): EDUC 410, EDSE 430, SPED 405.

Provides an in-depth study of diversity in the educational environment and its impact on teaching and learning. Teacher candidates examine the social, political, curricular, ethical, and instructional implications for elementary classroom teachers.

Attention is given to multicultural frameworks and theories; includes the senior "capstone" project.

## **EDUCATIONAL TECHNOLOGY (ETEC)**

*ETEC courses are restricted to Education majors.*

### **ETEC 279 Educational Media and Technology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

An introduction to educational media and technology theory and practice with an emphasis on meaningful integration of technology and media into a variety of face-to-face and online learning environments for diverse populations. Attention is given to practical applications and the acquisition of skills relevant to the classroom teaching and learning environment, as well as non-school settings.

### **ETEC 379 Advanced Educational Media & Technology (3)**

Pre: MATH 241 with a C- or higher.

This is an educational course designed to explore the essential elements needed for the acquisition of knowledge and universal design for learning. Students will explore instructional technology, 508 Compliance, media literacy, and competencies to promote 21st century learning skills. In addition, students will apply new knowledge to different disciplines deepening their learning experiences. This course incorporates hands-on activities and adaptive learning materials to promote students' diverse, digital, and global learning needs.

## **ENGINEERING, INTERDISCIPLINARY (ENGR)**

### **ENGR 101 Introduction to Engineering (3)**

Pre: Placement into MATH 103; and placement into ENG 100 or concurrent enrollment in ENG 100T.

An introduction to engineering design through a variety of projects, including experimentation, data analysis, and development of computer skills. Exposure to several engineering disciplines through problem solving for the purpose of providing information to assist students in choosing Science, Technology, Engineering and Mathematics (STEM) related majors.

### **ENGR 121 Building Science (4)**

Pre: ENGR 101 with a C or better; and MATH 103 with a C or better.

This course will provide students with an overview of wood, steel, masonry, and concrete designs, and will explore design alternatives of various architectural structures. In addition, wind and seismic provisions from current building codes will be included to help students apply theory to practice.

**ENGR 213 Introduction to Engineering Design (4)**

Pre: ENGR 101 and MATH 103, both with a C or better; and completion of or concurrent enrollment in MATH 135 or higher MATH.

Students will be introduced to the design process and graphical communications tools used by engineers. Students will create a portfolio as documentation of design from freehand sketching and engineering drawings through advanced 3-D rendering using Computer-aided design software. Students will engage in basic descriptive geometry and become with using AutoCAD 7 and SolidWorks as a design tools. Students will gain experience in communication, presentation development and delivery, professional ethics, social responsibility, engineering economics, and quality control. Teamwork and individual conceptual design projects will be presented in class. This course has three hours of lecture and three hours of laboratory each week.

**ENGR 221 Electrical Systems for Facilities (3)**

Pre: ENGR 121, and MATH 135, and PHYS 151/151L, all with a C or better.

Basic electrical theory, safety procedures, power distribution, and energy conservation will be covered to develop a practical understanding of electricity and its use in commercial facilities.

**ENGR 231 Mechanical and Plumbing Systems for Facilities (3)**

Pre: ENGR 121 and MATH 135 and CHEM 161/161L, all with a C or better.

Students will learn about the causes of indoor environmental quality (IEQ) problems and the relationships between cause, control, occupant sensitivity, and ventilation, to develop a reliable method of diagnosis and remediation.

**ENGR 301 Automation and Robotics (3)**

Pre: ENGR 213 with a C or better and MATH 135 with a C or better.

The automation and robotics course will provide students with a sufficient overview of automation and robotics for them to and explore design alternatives of various automation processes and complete related engineering tasks to construct automation systems and robots to meet parameters specified within various national and international robotics competitions. In addition, students will be engaged in mentoring middle and/or high school robotics teams.

**ENGR 321 Advanced Electrical and Mechanical Systems for Facilities (3)**

Pre: ENGR 221 and ENGR 231 and MATH 140, all with a C or better.

Students will learn advanced electrical theory, safety procedures, power distribution, and energy conservation to develop a practical understanding of electricity and its use in com-

mercial facilities. Participants will also learn the fundamentals of automatic control systems for building mechanical systems to target possible inefficiencies in their HVAC systems and to evaluate potential problems as part of an enhanced operation and maintenance program.

**ENGR 330 Environmental Engineering (3)**

Pre: ENGR 213 with a C or better.

Students will be introduced to environmental engineering including parameters and indices of environmental quality; materials balances; chemical kinetics; ideal reactor models; water and air pollution control; solid and hazardous waste management; emphasis on instruction in writing lab reports.

**ENGR 333 Assessing and Auditing Facility Quality (3)**

Pre: ENGR 321 and MATH 241, both with a C or better.

Students will learn information gathering and analysis and create a prioritized scope of work for finding opportunities for energy saving operational adjustments to plan a building tune-up project. They will also learn how to perform quantifiable evaluations of facilities energy use in order to be able to target prospects for energy conservation.

**ENGLISH (ENG)****ENG 100 Composition I (3)**

Pre: Placement into ENG 100.

This course will expand on students' foundational knowledge of critical reading and writing techniques and help them develop rhetorical strategies for college-level composing. Students will cultivate these strategies as they compose a variety of texts while enacting a recursive process of composing that includes intervention, outlining, drafting, researching, revising, and editing that involves careful, rhetorical considerations of one's audience, genre, context, and rhetorical situation. This course will also introduce students to the social practices of the writing process through workshops and basic research and information literacy practices to help them create effective, persuasive, and informed texts. (FW)

**ENG 100T Composition with Tutorial (5)**

This course will expand on students' foundational knowledge of critical reading and writing techniques and help them develop rhetorical strategies for college-level composing. Students will cultivate these strategies as they compose a variety of texts while enacting a recursive process of composing that includes intervention, outlining, drafting, researching, revising, and editing that involves careful, rhetorical considerations of one's audience, genre, context, and rhetorical situation. This course will also frequently explore, develop, and practice these strategies in one-on-one tutoring settings, and will also introduce



students to the social aspects of the writing process through workshops and help them develop basic research and information literacy practices. (FW)

### **ENG 200 Composition II (3)**

Pre: ENG 100.

This course will build on the critical thinking and composing techniques developed in ENG 100. It will provide students with additional rhetorical strategies for composing a variety of texts while enacting a recursive process of composing that includes invention, outlining, drafting, researching, revising, and editing that involves careful, rhetorical consideration of one's audience, genre, context, and rhetorical situation. As an intermediate composition course, ENG 200 will also help students further hone their research and information literacy skills: exploring how to locate and evaluate primary and secondary research materials from a wide array of academic and online sources, integrating source materials into texts, and employing proper citation conventions in order to create effective, persuasive, and informed arguments.

### **ENG 205 Introduction to Journalism (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Practice and instruction in reporting, interviewing, and news and feature writing techniques.

### **ENG 209 Business Writing (3)**

Pre: ENG 100.

This intermediate composition course will provide students with argumentative, analytical, and effective communication in business writing. Students will write several short essays, reports, memos, and students will write a research paper or formal report.

### **ENG 220 Scientific Writing I (3)**

Pre: ENG 100.

This course will build on the critical thinking and composing techniques developed in ENG 100. It will provide students with additional rhetorical strategies for composing in the sciences while enacting a recursive process of composing that includes invention, outlining, drafting, researching, revising, and editing that involves careful, rhetorical consideration of one's audience, genre, context, and rhetorical situation. As an intermediate composition course, this course will also help students further hone their research and information literacy skills in the sciences: exploring how to locate and evaluate primary and secondary research materials from a wide array of academic and online sources, integrating source materials into texts, and employing proper citation conventions in order to create effective, persuasive, and informed texts for scientific and public audiences.

### **ENG 240 Introduction to Literary Studies (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course introduces students to basic skills for interpreting fiction, poetry, drama, and film. (DL)

### **ENG 250 American Literature Survey (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course provides an overview of American literature from translation/transcriptions of pre-contact Native American oral traditions through fiction, life-writing, poetry, drama, and cinema 1500-present. (DL)

### **ENG 253 Survey of World Literature I (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course offers a broad survey of world literature written before the 16th century. Representing literary genres such as the epic and the tragedy, primary texts will be drawn from a variety of global cultures, including those of the Middle East, Europe, Asia, Africa, and the Americas. (FGA)

### **ENG 254 World Literature II (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course surveys world literature written after 1600. Texts will be drawn from a variety of global cultures, including those of the Middle East, Europe, Asia, Africa, and the Americas. (FGB)

### **ENG 257 (alpha) Literary Themes (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course covers selected themes in literary works drawn from diverse periods and cultures. A: Crime and Mystery; B: Multi-Ethnic American Literature (this course focuses on multi-ethnic literature of the United States with an emphasis on race, gender and class. Fulfills Humanities multicultural requirement); C: Hip Hop Literature; D: World Literature in English. Other possible variations include food in literature and sports in literature. May be repeated for credit with a different topic. (DL)

### **ENG 260 British Literature I (800-1700) (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A study of British Literature from the ninth through early eighteenth centuries. The course will include study of Old English poetry and prose in translation. The course will also concentrate on such major authors as Chaucer, Spenser, Marlowe, and early Shakespeare. Literary works will be studied in their

cultural and historical context. (DL)

### **ENG 261 British Literature II (1700-Present) (3)**

Pre: ENG 100.

This course treats British Literature from eighteenth centuries through the present. The course will include study of major trends, movements, genres, and authors within the context of history, society, and politics. (DL)

### **ENG 272 Introduction to Literature: Culture and Literature (3)**

This course introduces students to methodologies for interpreting cultural texts drawn from popular literature, cinema, music, advertising, architecture, subcultural practice, and other media. A central focus will be directed to ideology critical approaches (e.g. critical gender studies and postcolonial theory) and primary texts drawn from Hawai'i and Oceania. (DL)

### **ENG 273 Introduction to Literature: Creative Writing (3)**

Pre: ENG 100, ENG 100T, or concurrent enrollment in ENG 200.

Study of significant works through analytical and creative writing. (DA)

### **ENG 274 Introduction to Rhetoric & Composition (3)**

Pre: Placement into or concurrent enrollment in ENG 100.

This course introduces students to the field of rhetoric and composition by exploring language and textual practices through the lens of the field's history as a discipline and some current debates and themes. Our explorations will facilitate critical inquiry of what doing work in rhetoric and composition means; negotiation of ourselves within the field; and consideration of its professional and academic career paths. (DL)

### **ENG 300 (alpha) Topics in Literary Theory (3)**

Pre: ENG 100 with a C or higher grade.

This variable topic course treats various methods of literary interpretation. Possible iterations include A: Postmodernism; B: Feminist Criticism; and C: Introduction to Cultural Theory; D: Structuralism & Post-Structuralism; E: Post-Colonialism; F: Expository Writing for Teachers; G: Queer Theory. May be repeated for credit with a different topic. (DL)

### **ENG 312 Creative Writing Strategies for Teachers (3)**

Pre: ENG 200 with a C or better.

This experiential learning course is designed to familiarize K-12 teachers with specific writing strategies for elementary or secondary classroom use. The course will cover basic literary theory/structure; analysis of poetry and creative prose; role playing of classroom writing techniques; and workshop-style discussion of the resultant creative writing, leading to extensive revisions and a finished portfolio of each student's work. The

major focus is on experiential learning which will apply directly to the classroom. May be taken for CR/NC. (DA)

### **ENG 313 Introduction to Creative Writing (3)**

Pre: ENG 100.

This course is a workshop dealing with poetry, fiction, and creative non-fiction written by students. Emphasis is on originality and structural unity based on conventional creative writing theory, with publishable writing as an end product. (DA)

### **ENG 316 Writing Fellows: Peer Tutoring Theory & Practice (3)**

Pre: ENG 100 or ENG 100T with a B or better; and instructor consent.

Students will explore a variety of peer tutoring and writing center theories, methods, and strategies by examining major texts and issues in writing center studies and applying this knowledge through hands-on tutoring experiences in ENG 100/100T. Through the coordinating of supplemental instruction (SI), participation in monthly Writing Fellow meetings and completion of bi-weekly reading assignments and reflections, Writing Fellows will receive professional development that will prepare them to better meet the needs of UH West O'ahu's No'eau Center clientele.

### **ENG 317 Pidgin Creative Writing Workshop (3)**

Pre: ENG 100; and completion of or concurrent enrollment in ENG 200.

This writing workshop course focuses on creative writing written in Hawai'i Creole English, known in Hawai'i as pidgin. The bulk of the course is a workshop in which writing exercises/modeling lead students to create a portfolio of original work—poetry, fiction, or non-fiction—for analysis, feedback, and revision; a significant portion of each text must be in pidgin so some facility with pidgin is required. (DA)

### **ENG 320 (alpha) World Literature (3)**

Pre: ENG 100.

Selected topics in World Literature, such as European Literature, Asian Literature, Latin American Literature, and African Literature. Readings will introduce students to the style and vision of particular regions, periods, and literary movements. The course also allows a detailed examination of works by individual authors. A: Magic Realism, B: Literature of War; C: Short Story. May be repeated for credit with a different topic. (DL)

### **ENG 331 (alpha) Topics in British Literature Pre-1700 (3)**

Pre: ENG 100 or concurrent enrollment; and ENG 260 and/or one literature course recommended.

Students will focus on a particular period or theme, with at least 75% of the material from the time prior to 1700. The course will provide in-depth analysis of the literary work and

its cultural context in medieval and/or Renaissance England. Works from other national literatures will be included as appropriate. A: Allegory; B: Folktales and Legends. May be repeated for credit with a different topic.

### **ENG 332 (alpha) Topics in British Literature Post-1700 (3)**

Pre: ENG 100.

Students analyze diverse examples of British literature gathered under period, theme, genre, and other foci. Variations include A: Victorian Literature; B: British Imperial Adventure; and C: British Modernism. May be repeated for credit with a different topic.

### **ENG 340 (alpha) Topics in American Literature Pre-1700 (3)**

Pre: ENG 100.

This course treats diverse examples of later American literature gathered under period, theme, genre, and other foci. Variations may include A: The American Puritans, B: The American Captivity Narrative, and C: American Literatures of Exploration, Colonization, and Resistance. May be repeated for credit with a different topic.

### **ENG 341 (alpha) Topics in American Literature Post-1700 (3)**

Pre: ENG 100.

This course treats diverse examples of later American literature gathered under period, theme, genre, and other foci. Variations may include courses such as A: The American Renaissance, B: Fourth World Literatures of the United States, and C: 20th Century American Literature; D: Literatures of the American West. May be repeated for credit with a different topic.

### **ENG 344 Philosophy and Literature (3)**

This cross-listed course engages students in an interdisciplinary exploration of the intersection between philosophy and literature. (Cross-list PHIL 344)

### **ENG 350 Composition Studies (3)**

Pre: ENG 100.

This course surveys the historical paradigm shifts, major theoretical movements, prominent scholars, and disciplinary growth of the field of composition studies. The course will also explore current and emerging topics and theories in the field and introduce students to the professionalization of the discipline through its national organizations.

### **ENG 353 (alpha) Topics in Rhetoric and Composition (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course covers current and special interest topics in the

field of rhetoric and composition. Possible topics to be covered include: (B) Race in American Political Rhetoric.

### **ENG 354 Second Language Writing (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

Within and beyond the writing classroom, we come into contact with a number of languages, literacies, and modalities—how we interact with the array of diversified practices and texts in our everyday lives is the topic of our course. Through close reading, focused discussions, classroom observations, and critical self-reflection, we explore how translanguaging perspectives can give us insight into second language writing. Translanguaging sees language in a constant process of negotiation, translation, and revision; therefore, this approach encourages us to consider innovative ways of interrogating the relationship between language and meaning within our unique Hawaiian context. (DH)

### **ENG 355 Women Writers and Dissent (3)**

Pre: ENG 100.

Concepts of dissent and analysis of literary and media sources. (DL)

### **ENG 357 Rhetorical Theory (3)**

Pre: ENG 100.

This course will introduce students to the key concepts in the study of rhetoric; ideologies underpinning the conception and employment of rhetoric at various time periods; frameworks useful for the analysis of texts, events, communication, and other phenomenon; and principles of rhetoric in the contexts of many media and cultures. The course will trace Western rhetoric as it evolved and changed throughout its 2,500 year history. Beginning with fifth century BCE Greece and ending with twenty-first century CE United States, the course will survey rhetorical history, observing the ways rhetoric shifted from an art for oral performance to an epistemic lens for understanding and creating meaning. In addition, the course will explore the ways in which language has been used across times and places to create a shared reality, to change reality, and to secure power within that reality. In the process, students will discover the intimate connection between rhetoric and philosophy, rhetoric and community, rhetoric and media, and rhetoric and the real world they occupy.

### **ENG 358 Research Methods in Rhetoric and Composition (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course introduces students to the methodological frameworks used when working within rhetoric and composition studies, such as ethnographic (qualitative) to corpus linguistic (quantitative) analyses. We apply these methods by interrogating the uses of the English language in creating, maintaining,

and challenging borders found in a wide-range of contexts from popular media to writing classrooms. We work together not only to understand how borders are articulated in our increasingly multicultural and globalized world, but also to develop unique ways to challenge and/or cross those very borders that may limit and/or hinder us. (DA)

### **ENG 359 Writing for (New) Media (3)**

Pre: ENG 100.

This course will introduce students to key concepts in the study of media writing; major media writing professions, and the effects of Web 2.0 and convergence culture on digital media writing. Students will explore best practices, foundational knowledge, and key strategies for news writing (reporting and interviewing, hard news, feature writing, radio and television news writing, and copyediting); public relations writing; advertising (print, online, radio and television); and business communication. The course will conclude with an exploration of the emerging convergence culture online and the ways in which Web 2.0 capabilities and social media platforms alter and create new media writing opportunities. Throughout the semester, students will also review and learn basic style, grammar, spelling, and punctuation conventions for media writing.

### **ENG 360 Literature and Film (3)**

Pre: ENG 100.

Literature/film adaptation is the primary subject of this course, alongside genre studies and literary treatments of the cinema. In addition to film screenings, course readings will include primary literary texts and film criticism.

### **ENG 361 History of Film (3)**

Pre: ENG 100.

A chronological survey of the many forms and interpretations of the cinema: technological and aesthetic developments, competing movements and schools of filmmaking, and tensions between the individual director-auteur and the “culture industries” of Hollywood. Emphasizing canonical films by famous directors, the course also alerts students to alternative film historiographies.

### **ENG 367 (alpha) Film Genres and Directors (3)**

Pre: ENG 100.

An examination of major film genres and the film makers who have contributed to their development. Readings and discussions will focus upon negotiations between generic convention and artistic innovation. A: Film Noir; B: The Western; C: Gangster Film; D: Science Fiction Film; E: The Road Trip. May be repeated for credit with a different topic.

### **ENG 368 (alpha) Topics in Television Studies (3)**

Pre: ENG 100.

This course allows students the opportunity to pursue various topics in the area of television studies including A: TV and American Culture; B: The TV Medical Drama; and C: Television Auteurs. Repeatable with a different alpha.

### **ENG 372 Asian American Literature (3)**

Pre: ENG 100.

An examination of contemporary Asian American and Asian/Pacific American Literature. Various topics such as the treatment of the immigrant versus the national, language acquisition, and differences between Asian American and Asian/Pacific American will be covered. (DL)

### **ENG 374 Race Ethnicity Lit and Film (3)**

Pre: ENG 100.

Basic concepts and representative texts as the basis for literary and film inquiry. (DL)

### **ENG 380 Multicultural & Postcolonial Literatures (3)**

Pre: ENG 100.

With recourse to the work of writers from around the world, this course explores the tension in literary studies between cultural diversity and political resistance. Central issues include the composition of literary canons and the role of literature in imperialism and decolonization. (DL)

### **ENG 381 (alpha) Studies in Popular Literature (3)**

Pre: ENG 100.

Basic concepts and representative texts for the study of popular literature genres, such as A) The Detective Story; B) Roman Noir; C) Science Fiction; D) Adventure; E) Westerns; F) Gothic Horror. May be repeated with a different alpha.

### **ENG 383 Children's Literature (3)**

Pre: ENG 100.

This course will analyze diverse examples of children's literature, including folk-tales, picture books, and chapter books. (DL)

### **ENG 385 Fairy Tales and their Adaptations (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

Comparative analysis of selected tales of magic and their adaptations across history, cultures, and media. The course emphasizes feminist approaches to the genre. (DL)

### **ENG 386 Adolescent Literature (3)**

Pre: ENG 100.

Concentrating on the novel and short fiction, this course surveys literature written for young adults. Prominent issues treated in the course include the coming-of-age story, diversity, and the relationship between adolescent literature and broad



historical/social contexts such as the Enlightenment and Modernism. (DL)

### **ENG 402 From Vikings to Pidgin: The History of the English Language (3)**

Pre: ENG 200.

A study of the origins, changes, and reasons for changes in the grammar, sounds, and vocabulary of English from the beginnings of the language to modern times. (DH) (Cross-list HIST 402)

### **ENG 411 Poetry Workshop (3)**

Pre: ENG 273 or ENG 313 or instructor consent.

Writing, evaluating poems. (DA)

### **ENG 412 Nonfiction Writing (3)**

Pre: ENG 273, 312, 313, or 317; or instructor approval.

Workshop analysis of nonfiction as a literary form. (DA)

### **ENG 413 Form and Theory of English (3)**

Pre: ENG 313.

Narrative techniques for students interested in writing fiction.

### **ENG 414 Fiction Workshop (3)**

Pre: ENG 273, 312, 313, or 317; or instructor approval.

Writing, evaluating fiction. (DA)

### **ENG 426 The Professionalization of English: Academic, Public, and Industry (3)**

Pre: ENG 200.

From public to private sector jobs, from civic engagement to academic careers, English majors have a wide variety of opportunities available to them after graduation. To prepare for that next step, whatever that may be, this course builds a community for English majors in junior and senior standing at UHWO. This community draws connections between literary, rhetorical, and theoretical analyses; critical and reflective reading and writing strategies; and persuasive and professional writing skills. Based on these connections, we articulate, as a community, the ways our learning at UHWO translates into contemporary workplaces and civic life. Moreover, these articulations lead to innovating an e-portfolio that presents skills to potential employers, graduate school programs, and more.

### **ENG 440 (alpha) Major Author (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

Students will focus on the work of one literary, cinematic, or theoretical author (or a small group of closely related authors). The course will provide an in-depth analysis of the work produced by the author as well as a selection of criticism about the author and studies of the author's later influence. Author(s) may be of any national origin. A: Dante; B: Morrison and

Yamanaka; C: Spenser; D: James Baldwin; E: Margaret Atwood and Angela Carter; F: Foucault; G: Sara Ahmed. May be repeated for credit with a different topic. (DL)

### **ENG 441 Gender & Sexuality in Literature & Film (3)**

Pre: ENG 100.

An examination of the representation of gender roles and sexual identities in a sample of literary works and films. (DL)

### **ENG 445 Shakespeare (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course will cover 6-8 Shakespeare plays. Course will focus on live performance issues and consider filmed versions and live performances (when available). The selected plays will represent various genres and different historical points in Shakespeare's work. Course will also include selections from recent scholarship. (DL)

### **ENG 456 (alpha) Topics in Literary Press Management (v 3-6)**

Pre: ENG 100, ENG 200 and one upper division WI course.

A practicum-style course focused on various writing, programming and promotional tasks required to operate a literary press. May include researching and contracting of writers; programming literary events; promotional or social media campaigns; web/flyer graphic design; writing author bios, text summaries, book reviews, news articles, or blogs; writing grant proposals or corporate donation requests to fund events. A: Literary Arts in the Community; B: Writing for and Managing a Literary Press.

### **ENG 462 (alpha) Studies in Drama (3)**

Pre: ENG 100.

Students will focus on a particular period or theme in drama. The course will provide an in-depth analysis of the dramatic works and their cultural context. A: Ancient Drama in the Modern World; B: Opera; C: The Devil on Page, Stage and Screen ; D: Opera & Musical Theatre; E: Popular Theatre; F: Drama of Ancient Greece. May be repeated for credit with a different topic. (DL)

### **ENG 465 History of Theatre (3)**

Pre: ENG 100 or concurrent enrollment.

Students will learn about the history of theatre, from its beginnings in Greece to its modern manifestations around the world. The course will provide survey of drama and its cultural context. Dramatists might include Sophocles, Euripides, Shakespeare, Moliere, Schiller, Brecht, Beckett, and Baraka, and anonymous medieval plays. Readings will include plays and theoretical essays.

**ENG 470 Literature as History (3)**

Pre: ENG 100.

An examination of works whose popularity offers valuable insights into the historical periods in which they were written. The books will be studied for their cultural and historical importance as well as their literary merit. Among the works to be covered: F. Scott Fitzgerald, *The Great Gatsby*; Henry Adams, *Democracy*; John Steinbeck, *The Grapes of Wrath*. Taught primarily as a seminar. (Cross-list HIST 470)

**ENG 476 Contemporary Literature of Hawai'i (3)**

Pre: ENG 100.

A study of writers who either came from, or have written about, Hawai'i. This course may begin with 19th century "sojourner literature" and will emphasize the modern writers. (Cross-list HPST 476) (DL)

**ENG 477 Polynesian and Micronesian Mythology (3)**

This class introduces students to a wide range of traditional oral literature from islands within Polynesia and Micronesia, the parts of the Pacific nearest to Hawai'i. The literature covers traditional time periods - stories common just before European Contact, from the late 1700's to the early 1800's. Literature includes tales of the different gods of these islands and the creation of the universe, the islands, and man; myths of the afterlife; stories of cultural heroes like Maui and Tahaki in Polynesia; stories of the arrival of settling groups headed by certain chiefs; and more factual oral historical accounts of pre-European rulers and chiefs and battles for political control. (Cross-list HPST 477) (DH)

**ENG 478 Hawaiian Mythology II (3)**

This class is taught as a companion class to Hawaiian Mythology I (ENG 479). The class further introduces students to the range of traditional Hawaiian oral literature. These include stories and prayers involving major and local gods, family 'aumakua (focusing on sharks), the Pele and Hi'iaka story, Kamapua'a (the 1860s Fornander Collection version), the Maui stories, accounts of voyaging to Kahiki, and the late period dynastic accounts of the rulers of the Kingdom of O'ahu. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list HPST 478). (DH)

**ENG 479 Hawaiian Mythology I (3)**

This class is taught as a companion class to Hawaiian Mythology II (ENG 479). The class introduces students to the range of traditional Hawaiian oral literature. These include tales and prayers involving the gods, the creation of the islands

and man, stories of menehune, Pele (her arrival, and the local stories of Hawai'i Island), Kamapua'a (the 1891 version), Ku'ula and 'Ai'ai, and the late period dynastic oral accounts of rulers of the Kingdom of Hawai'i. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list HPST 479) (DH)

**ENG 480 Contemporary Literature of the Pacific (3)**

Pre: ENG 100, or ENG 100T, or completion of or concurrent enrollment in ENG 200.

This course surveys the new emerging English literature by writers from Oceania from the 20th century to present. Emphasis on contemporary themes and issues in the novels, poetry, short stories, essays and/or drama, especially by indigenous writers from, for example, Hawai'i, Aotearoa/New Zealand, Fiji, Samoa, Australia and other cultural groups. (Cross-list HPST 480) (DL)

**ENG 481 Plantation Fictions (3)**

Pre: ENG 100.

Literary and cinematic treatments of the American plantation experience in Hawai'i and the continental United States. Including works by writers such as Mark Twain, Charles Chesnutt, Toni Morrison, and Milton Murayama.

**ENG 482 (alpha) Topics in Literature & Sexuality & Gender (3)**

Pre: ENG 240.

Intensive study of selected problems and issues in the construction and representation of sexuality and gender in specific genres, social and cultural contexts, or thematic/figurative clusters. A: The Body; B: 20th Century Women Writers. Repeatable with a different alpha.

**ENG 490 Senior Practicum (3)**

Pre: Consent of instructor, and one class of upper division writing-intensive (WI) course work.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working.

**ENG 491 Senior Project (3)**

Pre: Consent of instructor, and one class of upper division writing-intensive (WI) course work.

Working with an English Faculty Advisor, students will complete an original work of scholarship in the field of literary

and/or cultural studies. Students will share the results of this project via a substantial thesis-oriented paper and brief oral presentation.

### **ENG -98 Selected Topics in English (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **ENG -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor. Reserved for advanced students who have completed at least three literature courses.

## **FACILITIES MANAGEMENT (FMGT)**

### **FMGT 300 Principles and Practices for Facilities Management (3)**

Pre: MATH 103 or higher MATH, and ENG 200 or higher, both with a grade of C or better.

This course introduces students to the relevant principles and practices for the delivery of efficient and effective facility management services including organizational, managerial, ethical, and legal principles. Students will understand the history of FM; interrelationships between the facility unit and the overall corporate structure; regulatory and legal issues; corporate culture; contracts; purchasing & procurement; ethical principles; and project and personnel management.

### **FMGT 302 Operations and Maintenance Management for Facilities (3)**

Pre: FMGT 300 with a grade of C or better; or concurrent.

This course introduces students to best-practices for operations and maintenance of the organization's critical physical assets. Students will utilize software to demonstrate a basic understanding of the sustainable operation and maintenance requirements for a building's service equipment and infrastructure systems for architectural, structural, civil, HVAC, plumbing, electrical, IT, landscaping, etc.

### **FMGT 401 Environmental, Health, and Safety Management for Facilities (3)**

Pre: FMGT 300 with a grade of C or better.

This course provides students a solid foundation in the concepts of environmental, health and safety management to promote and protect health, safety, security of the organization's human resources. Students will understand what constitutes a best-practice EHS management system. Students will learn the relevant moral and legal issues; laws and regulations; fire protection and life safety; accident causation and prevention; emergency preparedness; ergonomics; indoor air quality;

and hazardous waste disposal principles to enhance organizational performance, comfort, and satisfaction.

### **FMGT 402 Corporate Real Estate Management for Facilities (3)**

Pre: FMGT 300 with a grade of C or better.

This course introduces students to the best-practices for managing the corporate real estate (CRE) portfolio. Students will utilize CRE knowledge and tools to effectively manage property assets as an investment and/or profit center. Students will apply CRE concepts for master planning, property financial analysis, market and value analysis, acquisition assessment, ownership/leasing management, and constituent service. Students will also understand concepts for interior programming, space planning, and property/facility design parameters as well as legal issues, disposal issues, and future trends.

### **FMGT 403 Sustainable Strategies for Facilities (3)**

Pre: FMGT 300 with a grade of C or better.

This course introduces students to the best practices for sustainable facilities management. Students will learn the eight major categories of sustainability for energy, water, materials and resources, workplace management, indoor environment, services, waste, and site impact that promote sustainable business management practices. Students will also learn electrical theory, safety procedures, power distribution, and energy conservation concepts to cost effectively operate and maintain building service equipment for intelligent buildings. (Previously FMGT 330)

### **FMGT -98 Selected Topics in Facilities Management (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

## **FILIPINO (FIL)**

### **FIL 100 Introduction to Philippine Art, Culture and Language (3)**

This class introduces Filipino culture to students through its traditional and modern art forms and also beginning conversational skills without necessarily obtaining mastery of the language. This course can serve as an introduction for students who wish to continue their studies of Filipino language and culture. This course may be taken for CR/NC. (DA)

### **FIL 101 Beginning Filipino I (4)**

This course is a basic introduction to Filipino the national language of the Philippines that is primarily based on the Tagalog language. This course will cover listening, speaking, reading, and writing skills for beginning Filipino as well as basic conversational skills.

**FIL 102 Beginning Filipino II (4)**

Pre: FIL 101 or equivalent, or instructor's permission  
Filipino 102 is a continuation of FIL 101 for developing speaking, listening, reading, and writing skills.

**FIL 186 (alpha) Topics in Spoken Filipino (1)**

This hands-on course focuses on spoken Filipino language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service, E: art. No previous Filipino language experience is necessary. Credits may be repeated for a maximum of four credits with different alphas. This course may be taken for CR/NC.

**FILM, MEDIA, AND POPULAR CULTURE (FMPC)****FMPC 491 Senior Project (3)**

Pre: Consent of instructor and one upper division writing-intensive (WI) course.  
Guided by a Faculty Advisor in the Humanities Division, students will complete an original work of cultural production and/or cultural studies. Students will share the results of this project via a substantial written paper and brief oral presentation.

**FINANCE (FIN)****FIN 301 Personal Financial Planning (3)**

Pre: MATH 100, 103, 115, or equivalent.  
The course provides training for a personal financial planner, including budgeting and financial statements, debt management, client assessment, education funding, fundamentals of financial institutions, investment/asset acquisitions, income tax, as well as retirement and estate planning.

**FIN 307 Corporate Finance (3)**

Pre: BUSA/ECON 321.  
This course focuses on the development and analysis of modern financial theory and its implications for management decisions: time value of money, market efficiency, capital asset pricing, valuation, firm investment decisions, capital structure, dividend policy, and cost of capital.

**FIN 311 Investments (3)**

Pre: BUSA/ECON 321.  
Introduction to various investment media and capital markets. Topics include the analysis of security returns using techniques such as the Beta coefficient, investment valuation models, portfolio selection, and portfolio theory. (Previously BUSA/FIN 326)

**FIN 412 Futures and Options (3)**

Pre: Completion of or concurrent enrollment in FIN 311.  
This course provides the foundation for understanding the price and risk management of derivative securities. The course starts with simple derivatives (e.g., forwards and futures) and develops the concept of arbitrage-free pricing and hedging. This course is designed to provide an understanding of options, futures, forwards, and the use of these instruments in managing business and financial risks. The use of derivative instruments in speculation, hedging, and arbitrage will also be emphasized. (Cross-list BUSA 412)

**FIN 429 Estate Planning (3)**

Pre: FIN 301.  
This course examines important estate planning issues such as the probate process, property transfers, and trusts from many different perspectives. Several areas of coverage include incapacity planning, qualified interest trusts, planning weaknesses, and valuation techniques. Other planning techniques involve charitable donations and business transfers.

**FIN 430 Money and Capital Markets (3)**

Pre: ECON 130 and ECON 131, both with a grade of C- or better.  
This course will look at the major types of financial institutions and financial instruments such as stocks, securities, and mortgages. It will look at how and why the system of money and capital markets exists and how it is changing. Also, it will provide an explanation of how interest rates and security values are determined and used. Further, it will discuss the current and future trend of the globalization of the financial markets. (Cross-list ECON 430; previously FIN/ECON 322)

**FIN 431 Retirement Planning & Employee Benefits (3)**

Pre: FIN 301.  
This course covers most all aspects of retirement planning and employee benefits which includes a needs analysis for achieving retirement goals, investment decisions, different choices of plan designs for businesses, effects of employer-sponsored benefits, and rules and options as it pertains to social security, Medicare, and Medicaid.

**FIN 461 International Trade and Finance (3)**

Pre: ECON 300 or ECON 440 or FIN 307.  
This course will survey the theory of international trade and



finance, gains from specialization and exchange and the impact of trade restrictions such as tariffs and quotas. Also monetary aspects of international economics, optimum reserves, exchange rates, balance of payments and capital movements. (Cross-list BUSA/ECON 461) (DS)

### **FIN 491 Entrepreneurial Service Learning (3)**

Pre: ECON 130 or ECON 131.

Students will design and implement economically focused projects for middle and high school students that demonstrate how the free enterprise system and entrepreneurship functions in our economic system. Students will be given an opportunity to implement these projects in an educational environment within the schools in the communities surrounding UH West O'ahu. This course will allow students to learn about the free enterprise system in a real or simulated working environment. This course will challenge students to use the knowledge they have obtained in the classroom to improve their surrounding communities. In addition, students may help mentor at risk students or budding entrepreneurs get their plans off the ground. (Cross-list BUSA/ECON 491)

### **FIN -98 Selected Topics in Finance (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **FIN -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

## **FOOD SCIENCE AND HUMAN NUTRITION (FSHN)**

### **FSHN 185 The Science of Human Nutrition (3)**

This course integrates concepts of science with the study of human nutrition. Course content includes what nutrients are and what they do for humans, how healthy people can obtain the nutrients they need, how people and the environment change foods and their nutrient content, and nutrition issues of current interest. This course is designed for students entering the medical professions or interested in proper nutrition.

## **FORENSICS (FORS)**

### **FORS 101 Introduction to Forensic Science (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Co-req: FORS 101L.

Forensic science is the study and application of science to the processes of law and involves the collection, examination, evalu-

ation and interpretation of evidence. This course introduces the field of forensic science through an exploration of its applications to criminal investigation. This field encompasses many scientific areas which, if used properly, can make invaluable contributions to the resolution of social and legal disputes. The course will review the basic applications of selected forensic science disciplines and will explore the underlying scientific principles and methods used within each. (DP)

### **FORS 101L Introduction to Forensic Science Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and completion of or concurrent enrollment in FORS 101.

This course serves to reinforce concepts from the forensic sciences by the practical application of scientific protocol and processes used in forensic laboratories and crime scene investigation. (DY)

### **FORS 201 Forensic Photography (3)**

Pre: ART 107D or instructor consent. Experience with a DSLR camera is required.

This is an introductory digital photography course developed for law enforcement first responders and criminal investigators, who are responsible for photographically documenting crime scenes, traffic accident scenes, injuries, or any other type of evidence associated with a criminal investigation. This fast-paced course begins with the fundamentals associated with controlling a photographic exposure using a Digital Single-lens Reflex (DSLR) camera system. Through a combination of lecture and scenario-based, hands-on laboratories, the student develops the necessary skills associated with properly operating a digital camera to capture the high quality, evidence-grade photographs required in law enforcement. Students must provide their own DSLR camera for use in class. (Cross-list CM 201)

## **GEOGRAPHY (GEOG)**

### **GEOG 102 World Regional Geography (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course will familiarize students with the major regions of the world and their physical, cultural, economic, historical and political characteristics. A brief introduction to physical geography terms and concepts will be followed by an in-depth investigation of each of the earth's regions and the complex web of relationships among them. (FGB)

### **GEOG 328 Culture and Environment (3)**

Pre: GEOG 102 or HWST 107 or PACS 108 or HPST 304.

The course provides an introduction to cultural geography, the cultural landscape, and built environment. It focuses on the relationship between culture and the environment as reflected in the cultural landscape. Through this course students learn to "read" landscapes as text that represent and reproduce culture. This

practical component will help students understand how our environment works to express collective values and meanings, and also to reproduce social relations. (Cross-list HPST 328) (DS)

### **GEOG 365 Geography of the Pacific (3)**

In this course, we will study the geography of the Pacific Islands or Oceania, a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Within this geographic realm, Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. (Cross-list HPST 365) (DH)

### **GEOG -98 Selected Topics in Geography (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **GEOG -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

## **GEOLOGY (GEOL)**

### **GEOL 101 Dynamic Earth (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

The study of the natural physical environment with emphasis placed on the materials, surface features, structures, various erosional and depositional processes, the role of plate tectonics, and the effects of human use of the Earth and its resources. Prepares students for further studies in geology. (DP)

### **GEOL 101L Dynamic Earth Laboratory (1)**

Pre: Completion of or concurrent enrollment in GEOL 101.

Laboratory to accompany GEOL 101 Dynamic Earth. Reinforces major concepts from the study of the Earth, with emphasis placed on practical experiences with earth materials (minerals and rocks), examination of models of surface features (basic techniques of topographic and geologic mapping), application of virtual tools to study plate tectonics, and other hands-on activities. (DY)

### **GEOL 122 Introduction to Earth Science (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is designed for non-science majors and prospective elementary teachers. This course will aid students in developing meaningful and functional understanding of key earth systems and their interrelations. Topics of study will include, but are not limited to Geology, Earth History, Hydrology, Oceanogra-

phy, Meteorology, and Astronomy. This course will also provide students with activities that facilitate insight into the nature of science as an intellectual activity and to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

### **GEOL 122L Introduction to Earth Science Lab (1)**

Coreq: GEOL 122.

Laboratory to accompany GEOL 122. This laboratory course will provide students with inquiry and hands-on activities designed to not only build on experiences in their lecture, but to facilitate insight into the nature of science as an intellectual activity as well as to help students develop more positive attitudes about science and increase their confidence in their ability to do science. The activities in this course will reinforce major concepts from the study of the Earth Sciences, including but not limited to observational Astronomy with emphasis placed on Hawaiian Constellations, practical experiences within the study of Meteorology including measuring weather and modeling climate, first hand experiences with earth materials (minerals and rocks) as well as an examination of models of surface features including techniques of topographic and geologic mapping, the application of virtual tools to study plate tectonics, and other hands-on activities that will include, but are not limited to Earth History, Hydrology, and Oceanography. (DY)

### **GEOL 130 Geological Hazards (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Introductory course covering the causes of, and effects from earthquakes, tsunamis, volcanic eruptions, landslides, rockfalls, and other natural geologic phenomena. (DP)

### **GEOL 200 Geologic Inquiry (3)**

Pre: GEOL 101 or GEOL 101/GEOL 101L with a C or better grade.

This second course in Geology focuses on the study of the Earth's history, with emphasis placed on the concepts of geologic time, the role of plate tectonics, basic evolutionary processes, dominant land and marine species of the various geologic eras, relative and absolute age, and understanding the fundamental difference between science and pseudoscience. This course prepares students for further studies in geology. (DP)

### **GEOL 200L Geologic Inquiry Lab (1)**

Pre: GEOL 101 or GEOL 101/GEOL 101L with a C or better grade. Coreq: GEOL 200.

The Earth History lab is designed to provide some hands-on experience with topics related to Earth History. We will focus on some specific skills, such as interpreting geologic maps, identifying fossils, and understanding age relations based on understandings of relative and absolute age. (DY)

**GEOL 300 Volcanology (3)**

Pre: GEOL 130 or GEOL 200 with a C or better; or instructor approval.

This course is about volcanic eruptions and their consequences. Includes models for volcanic eruptions, including explosive eruptions and lava flows, monitoring of active volcanoes, evaluation and impacts of volcanic hazards, and mitigation of volcanic risk. Field trips may be included. This course is designed for students in Middle-Level and Secondary Science Education as well as students interested in taking further studies in geology.

**GEOL 307 Worlds of the Past: Fossils and Their Environments (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T; and MATH 100 or higher, OR science course (DB or DP) at the 100-level or higher, or instructor approval.

More than 99% of all species that have ever lived are now extinct! In this course, students will work with real fossils to learn about some of these creatures and their environments and to see what fossils can tell us about Earth's past. Topics may include geologic time, the role of plate tectonics, reconstruction of the Earth's history, formation and identification of dominant fossil plants and animals and key ecosystems, morphology, evolution and adaptation, paleoclimates, mass extinction events, and climate change through geologic history. (DP)

**GEOL 310 The Hawaiian Islands: A Geological Perspective (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T; and MATH 100 or higher, OR science course (DB or DP) at the 100-level or higher, or instructor approval.

This course provides an overview of the geology of the Hawaiian islands and will engage students in learning key concepts and principles, including but not limited to the types of volcanoes found in Hawai'i, the eruptive nature of Hawaiian volcanoes, the role of plate tectonics in shaping our place on Earth, and basic geomorphological processes and how they have shaped the islands of the greater Hawai'i archipelago. Students will also actively explore the Geology of Hawai'i through virtual and hands-on laboratory experiences, possible field trips, as well as lecture and in class investigation activities essential to a scientific understanding of the Geology of the Hawaiian Islands. (DP) (Previously GEOL 205)

**GEOL 368 Planetary Science in the Classroom (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: GEOL 368L

This course is specifically designed for pre-service and in-service teachers. The objectives of this lecture course are to aid students in developing meaningful and functional understanding

of key planetary science concepts (volcanism, impact cratering, remote sensing, etc.) and their interrelations through inquiry based, hands-on laboratory activities and investigations designed for use in K-12 classrooms; to provide students with open-ended problems solving environments that facilitate insight in the nature of science as an intellectual activity; to explore alternated conceptions of scientific phenomena; to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

**GEOL 368L Planetary Science in the Classroom Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: GEOL 368..

This course is specifically designed for pre-service and in-service teachers. The objectives of this laboratory course are to aid students in developing meaningful and functional understanding of key planetary science concepts (volcanism, impact cratering, remote sensing, etc.) and their interrelations through inquiry based, hands-on laboratory activities and investigations designed for use in K-12 classrooms; to provide students with open-ended problems solving environments that facilitate insight in the nature of science as an intellectual activity; to explore alternated conceptions of scientific phenomena; to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DY)

**HAWAIIAN (HAW)****HAW 100 Language in Hawai'i: A Microcosm of Global Language Issues (3)**

Survival kit for life in Hawai'i: Introduction to Hawaiian and language related issues enhancing communicative experience in Hawai'i. Examination of social, cultural, political and linguistic cross-cultural interaction locally and globally. Taught in English/Hawai'i Creole English. (FGB)

**HAW 101 Elementary Hawaiian I (4)**

This class is the introductory class in Hawaiian language. Students will begin to develop basic skills in speaking, writing, reading, and listening. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Students will learn to have basic conversations, and they will learn how to write and read simple descriptive sentences. This will be done through reading chapters in the book linked with classroom lectures, activities, drills, and reviews. The class will be taught within the context of Hawaiian culture and history.

**HAW 102 Elementary Hawaiian II (4)**

Pre: HAW 101.

This class is the continuation of HAW 101 Elementary Hawaiian I. Students will continue to develop basic skills in speaking, writing, reading, and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Students will continue to learn basic conversation skills, and they will learn how to write and read more complex descriptive sentences. This will be done through reading chapters in the book linked with classroom lectures, activities, drills and reviews. The class will be taught within the context of Hawaiian culture and history.

### **HAW 121 Introduction to Hawaiian Conversation (1)**

This is an introductory conversation course on Hawaiian language, in which students will learn pronunciation, basic conversation patterns, and vocabulary.

### **HAW 201 Intermediate Hawaiian I (4)**

Pre: HAW 102.

This class is the continuation of HAW 102. Students will continue to develop skills in speaking, writing, reading, and listening comprehension to an intermediate level, focusing on pronunciation, basic grammar, and vocabulary. Stories published in Hawaiian language newspapers and texts will be used as resource material, along with the introduction of videos and tapes of native speakers. The class will be taught within the context of Hawaiian culture and history.

### **HAW 202 Intermediate Hawaiian II (4)**

Pre: HAW 201.

This class is the continuation of HAW 201. Students will continue to develop skills in speaking, writing, reading and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of this class. Traditional stories published in Hawaiian language newspapers and texts will be used as resource material, along with videos and tapes of native speakers. The class will be taught within the context of Hawaiian culture and history.

### **HAW 301 Third-Level Hawaiian I (3)**

Pre: HAW 202.

This class is the continuation of HAW 202. Traditional stories published in Hawaiian language newspapers and texts will be used as resource material, along with videos and tapes of native speakers. This course is taught entirely in Hawaiian and within the context of Hawaiian culture and history.

### **HAW 302 Third-Level Hawaiian II (3)**

Pre: HAW 301.

This class is the continuation of HAW 301. Students will continue to develop skills in speaking, writing, reading and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of this class. Tra-

ditional stories published in Hawaiian language newspapers and texts will be used as resource material, along with videos and tapes of native speakers. This course is taught in Hawaiian and within the context of Hawaiian culture and history.

### **HAW 321 Kama'ilio Hawai'i (Conversational Hawaiian) (3)**

Pre: HAW 202 or instructor approval.

This course will focus on the systematic practice of various topics for control of spoken Hawaiian.

### **HAW 401 Fourth-Level Hawaiian I (3)**

Pre: HAW 302 or instructor approval.

This course requires reading, writing, and discussion of advanced Hawaiian language texts and newspapers, as well as the transcribing and translation of native speaker recordings. This course is taught in Hawaiian and within the context of Hawaiian culture and history.

### **HAW 402 Fourth-Level Hawaiian II (3)**

Pre: HAW 401 or instructor approval.

This course is a continuation of HAW 401. It requires reading, writing, and discussion of advanced Hawaiian language texts and newspapers, as well as the transcribing and translation of native speaker recordings. This course is taught in Hawaiian and within the context of Hawaiian culture and history.

### **HAW -98 Selected Topics in Hawaiian (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **HAW -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

## **HAWAIIAN STUDIES (HWST)**

### **HWST 107 Hawai'i: Center of the Pacific (3)**

This is a survey course exploring various themes in Hawaiian Studies, including origins, land use and tenure, historical perspectives, language, spirituality, art, and contemporary issues. Course will focus largely on Hawai'i as our home land/base, but will also include relevant information and discussion on similar issues throughout Polynesia and the Pacific. (DH)

### **HWST -98 Selected Topics in Hawaiian (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.



**HWST -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

**HAWAIIAN-PACIFIC STUDIES (HPST)****HPST 121 (alpha) Class Instruction I (2)**

Basic principles of performance; relevant problems in literature.

F: Beginning Slack Key Guitar; Z: Beginning Ukulele. Repeatable for credit up to four (4) credits per alpha. (Cross-list MUS 121F, MUS 121Z) (DA)

**HPST 210 Hawaiian Ways of Knowing in Education (3)**

Pre: ENG 100 and HWST 107; or instructor consent.

This course introduced concepts and methods related to Hawaiian ways of knowing, including Hawaiian epistemology, 'ike kupuna, cultural transmission and Hawaiian values. This course aims to build and sustain a community of learners interested in building a foundation for teaching through a Hawaiian lens in education, both in the schools and in community education programs. (Cross-list EDUC 210)

**HPST 211 Introduction to Hawaiian Ensemble (2)**

Pre: Able to play a guitar, ukulele or bass, and/or sing.

Performance of Hawaiian music for groups of various sizes at an introductory level. Exploration of basic principles of ensemble performance and relevant problems in the literature. Students learn to play while singing. Ability to read music not required. Repeatable up to 4 credits. (Cross-list MUS 211) (DA)

**HPST 281 Education in the Pacific Islands (3)**

Pre: ENG 100 or instructor approval. Recommended: HWST 107 and/or PACS 108.

This course introduces concepts and methods related to educational processes, pedagogies, and systems in the Pacific Islands, including indigenous epistemologies, cultural transmission, and their interactions with western schooling. This course emphasizes the development of oral communication skills through focused discussions and evaluations of readings on education in the Pacific Islands. (Cross-list EDEF 281)

**HPST 284 History of the Hawaiian Islands (3)**

A survey of Hawai'i's history from Polynesian chiefdoms to Hawaiian Kingdom to American territory and state. (Cross-listed HIST 284) (DH)

**HPST 288 Survey of Pacific Islands History (3)**

Survey of Pacific Islands history including early settlement, cultural contact, colonization, decolonization, and contemporary issues---with a focus on indigenous Pacific Islander and

Native Hawaiian interpretations and experiences. (Cross-listed HIST 288) (DH)

**HPST 304 Hawaiian-Pacific Traditions (3)**

This class provides an introductory, multi-disciplinary overview of the cultural traditions of the native peoples of the Pacific Islands and Hawai'i. The student will learn the location and physical nature of the major island groups. History and general cultural patterns from settlement to the present are reviewed - looking at various themes, issues, and case studies. The student will also receive introductory exposure to traditional and contemporary art, music, dance and literature. (DH)

**HPST 311 Hawaiian Ensemble (2)**

Pre: Must be able to sing or play an instrument; instructor approval required.

Performance of Hawaiian music for groups of various sizes. Exploration of principles of ensemble performance, relevant problems in the literature, and analysis of mele composition. Ability to read music is not required. Repeatable up to 4 credits. (Cross-list MUS 311) (DA)

**HPST 327 Mālama 'Āina: Land-Based Literacies (var 1-3)**

Pre: HWST 107, HAW 102 or consent of instructor.

Study of traditional Hawaiian cultural practices through active engagement at various work sites, such as lo'i (wetland garden), loko i'a (fishponds), and in other 'āina (land) and kai (ocean) practices. These site visits will be supplemented with lectures and/or readings.

**HPST 328 Culture and Environment (3)**

Pre: GEOG 102 or HWST 107 or PACS 108 or HPST 304.

The course provides an introduction to cultural geography, the cultural landscape, and built environment. It focuses on the relationship between culture and the environment as reflected in the cultural landscape. Through this course students learn to "read" landscapes as text that represent and reproduce culture. This practical component will help students understand how our environment works to express collective values and meanings, and also to reproduce social relations. (Cross-list GEOG 328) (DS)

**HPST 330 Samoan Oral Traditions (3)**

Pre: Completion of or concurrent enrollment in any level of Pacific language or Hawaiian language.

This course will focus on Samoa's Oral traditions of which storytelling plays an important part as in tala le vavau (stories of old, ancient stories aka myths and legends), fagogo (fables and tales), faleaitu (comedies), pese (songs), solo (chants) and tauloto (poetry) are part. In this course, we will study and read the lessons, especially for the ways in which indigenous

understanding of place, people, identity, and environment are delivered and taught through the storytelling in its various genres. (DH) (Cross-list SAM 330)

### **HPST 342 Indigenous Peoples and Modernity (3)**

This course offers a comparative understanding of the growing importance of nations not represented by states - the indigenous peoples of the fourth world. Case studies will draw from the experience of Native Hawaiians, Native Americans, Australian Aborigines, and South African San (among others) to clarify struggles for cultural and political sovereignty, and the growing contribution of such earth-based societies to politics and cosmology beyond modernity. The goal will be to facilitate constructive discourse between indigenous peoples and the citizens of industrial nations. (Cross-list POLS 342)

### **HPST 343 Contemporary Issues of Hawai'i Through Film (3)**

Pre: HWST 107 OR PACS 108 OR HAW 100.

This course involves textual analysis of film, TV and multimedia content that explore the cultural and political aspects of the current Hawaiian movement.

### **HPST 345 Native Planters: Traditional Agriculture Systems of Hawai'i and the Pacific (3)**

Pre: ENG 200, upper division standing or permission of instructor. This 3-unit lecture and field course provides an analysis of pre-and post-contact traditional food and farming systems of Hawai'i and the Pacific Islands. Drawing extensively from selected texts, peer-reviewed literature in the natural and social sciences, and the experiences of practitioners of traditional food ways in Hawai'i today, the course seeks to develop a deep understanding of the botany, horticulture, ecology and culture of indigenous natural resources management systems of Hawai'i and the Pacific. (Cross-list SCFS 345)

### **HPST 365 Geography of the Pacific (3)**

In this course, we will study the geography of the Pacific Islands or Oceania, a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Within this geographic realm, Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. (Cross-list GEOG 365) (DH)

### **HPST 380 Field Archaeology: Pre-European Times (3)**

Students will learn the techniques of archaeological fieldwork with a focus on the archaeology of pre-European and early post-European contact times in the Hawaiian Islands and the Pacific. Lectures cover the history and settlement patterns of the lands (ahupua'a) within the district (moku) in which the field site is located (based on archaeology, oral history and archival infor-

mation), site and artifact types, archaeological field techniques, lab analyses, historic preservation laws, and case studies. Hands-on fieldwork will occur at Native Hawaiian historic sites, primarily of pre-European age, and will include mapping and excavation. (Cross-list ANTH 380)

### **HPST 381 Hawai'i Politics (3)**

What are Hawai'i's most urgent problems? What are their roots? What are the solutions? Pre-contact Native Hawaiian "island politics" is used as a baseline for evaluating the last 200 years of Americanization. This course offers an in-depth understanding of the basic values, institutions, and practices of government in Hawai'i, setting up a conversation between indigenous (Native) Hawaiian, European, Asian and other Polynesian voices. The course focuses on economic policy, environmental issues, and democratic participation in decision-making. (Cross-list POLS 381)

### **HPST 383 Aloha 'Āina: Concepts, Discourse, and Movements (3)**

Pre: ENG 100; recommended: HWST 107 or PACS 108.

This course provides a critical study of aloha 'āina and the importance of this way of knowing in the Hawaiian culture. This course is grounded in traditional and historical context and provides class participants with a foundation for engaging in discourse, concepts and issues encompassing aloha 'āina. The course is grounded in Hawaiian perspectives, however our understandings are further deepened by comparison with parallel issues and phenomena in the wider Oceania (Pacific Islands) region. (DH)

### **HPST 384 Hawai'i from European Contact to the Overthrow (3)**

Pre: ENG 100.

Survey of the social, economic, and political history of the Islands from European contact to the overthrow of the Kingdom of Hawai'i. Emphasis is on the elements of change and continuity that have shaped the culture and history of the Islands. The contributions of the diverse ethnic groups will be stressed. (Cross-list HIST 384) (DH)

### **HPST 430 Contemporary Pacific: Globalization & Change (3)**

Pre: PACS 108, or HWST 107, or HPST 304 or HPST/GEOG 365.

Many of the processes happening elsewhere in the world directly affect the Pacific or Oceania despite the fact that the Pacific Islands are popularly envisioned as remote and isolated from these global activities. The course analyzes some critical issues facing Pacific Island societies today, as well as their responses to these processes. Chief among these, are discussions and debates about economic and cultural transformations induced by development and globalization.

**HPST 437 Pacific Archaeology (3)**

This course investigates the origins of Pacific peoples and their settlement and adaptation to the islands in Melanesia, Micronesia, and Polynesia. Evidence will be drawn from archaeological sites, artifacts, languages, and oral traditions. (Cross-list ANTH/HIST 437) (DH)

**HPST 440 Kānāwai Hawai'i: Native Hawaiian Law (3)**

Pre: HWST 107 or HPST 304.

This course will examine the ways in which Native Hawaiians have engaged with, and been engaged by, this thing known as "kānāwai" in Hawaiian and "law" in English. We will study traditional Hawaiian forms of law and also trace the evolution of law in Hawai'i following American and European contact. The course will include an examination of the ways that international law, as well as US federal and state legislation and judicial decisions have affected and continue to affect Native Hawaiian identity, rights, and entitlements in the modern era. (Cross-list POLS 440)

**HPST 441(alpha) Ke Alo O Nā Ali'i**

Pre: HWST 107 or PACS 108 or HAW 100.

This series of courses looks at the subject of domestic law, governance, and politics of the Hawaiian Kingdom Era through the life of the reigning ali'i. Each course will take an in depth look at the ali'i from Kamehameha I who united the pae 'āina to Lili'uokalani who fiercely defended the aupuni and lāhui against imperialism. B: Legacy of Kamehameha I; C: Legacy of Kamehameha II; D: Legacy of Kamehameha III; E: Legacy of Kamehameha IV; F: Legacy of Kamehameha V; G: Legacy of Kalākaua; H: Legacy of Lili'uokalani.

**HPST 445 'Oihana Lapa'au: History of the Hawaiian Healing Profession (3)**

Pre: HWST 107 or PACS 108 or HAW 100.

Study of the healing profession and practices in Hawai'i including the basic philosophy and utilization of these practices.

**HPST 450 Pacific Islanders Diaspora Experiences (3)**

Pre: HWST 107 or PACS 108 or HPST 304.

This interdisciplinary course is an overview of today's Pacific from the perspective of its native peoples and explores the complexities of Pacific Islander American experiences. We will examine the historical relationships between the USA and Pacific Island nations, Pacific Islander migrations to the Pacific Rim countries mainly the United States including Australia and New Zealand, as other important nations in the diaspora experience of Pacific Islanders. (DH)

**HPST 456 Peoples of Hawai'i (3)**

An interdisciplinary course utilizing a variety of theoretical per-

spectives for examining the creation of Hawai'i's multi-ethnic culture and society. Topics include the foundation provided by the indigenous culture, changes wrought by cultural contacts, demographic changes, and social movements. (Cross-list SOC 456)

**HPST 461 Traditional Art of Hawai'i (3)**

This class introduces students to different kinds of traditional arts in Hawai'i - kapa (bark cloth), mats, feather work, three-dimensional images, neck pendants, etc. For each type of art, lectures will review traditional examples with pictures and a discussion of manufacturing and styles. Current artists will visit the class and present basic information on art form manufacture and styles. Museum collections will also be visited. The goals of this class are: 1) to introduce students to different types of traditional arts in Hawai'i; 2) to introduce students to some of the current artists still practicing these arts; 3) to introduce students to some of the more public collections of traditional arts; and 4) to enable the student to research and learn more details about one type of art through a class research paper. (DH)

**HPST 462 Traditional Art of the Pacific (3)**

This class looks at different kinds of arts in the regions of Polynesia and Micronesia within the Pacific. The focus is on traditional times - just prior to European contact into early post-contact times, roughly the 1700's to mid-1800's. Arts reviewed will include clothing (tapa bark-cloth, woven banana-fiber cloth, flax cloth); headdresses and ornaments of higher ranking people; house architecture, mats and containers (carved wooden boxes, plaited baskets) found within houses; three-dimensional carved religious and ancestral images; and weapons (carved spears, long clubs, hand clubs). For each type of art, lectures will discuss how they were used and made, and describe different styles of art form. Current artists may visit the class and present basic information on art form manufacture and styles. Museum collections will also be visited. The goals of this class are: 1) to introduce students to different types of traditional art forms in Polynesia and Micronesia; 2) to introduce public collections of traditional arts; and 3) to enable the student to research and learn more details about one type of art through a class research paper. (DH)

**HPST 463 The Arts of Hawaiian Kapa (3)**

This class is a hands-on kapa-making class taught by a master kapa-maker. This class will not make you a kapa-maker, but will set you on a path to become one if you choose to. Students will learn about the plants involved, make the tools, make dyes, will learn about designs, and will make several pieces of their own kapa. This course may be taken for CR/NC.

**HPST 471 Polynesia Before European Contact (3)**

This course is a detailed overview of Polynesian history from initial settlement to European contact, covering the spread of settlement through Polynesia and the histories of selected island groups. A multi-disciplinary approach to history is used, looking at oral historic, early historic, historical linguistic, and archaeological information. Among the islands usually studied are Tonga, Samoa, the Marquesas, the Tuamotus, Mangareva, Easter Island, the Society Islands (Tahiti), the Southern s, Aotearoa (New Zealand), and the little known Chatham Islands. Among the subjects covered are the rise of the Tongan kingdom, the initial settlement of Eastern Polynesia from Samoa, the formation of stratified countries in Tahiti, Aotearoa's smaller societies with raiding and fortifications, and Easter Island's history with its large statues. The student will also get a more detailed knowledge of one island group through a research paper, learning basic research and writing methods. (Cross-list HIST 471) (DH)

**HPST 476 Contemporary Literature of Hawai'i (3)**

Pre: ENG 100.

A study of writers who either came from, or have written about Hawai'i. This course may begin with 19th century "sojourner literature" and will emphasize the modern writers. (Cross-list ENG 476) (DL)

**HPST 477 Polynesian and Micronesian Mythology (3)**

This class introduces students to a wide range of traditional oral literature from islands within Polynesia and Micronesia, the parts of the Pacific nearest to Hawai'i. The literature covers traditional time periods - stories common just before European Contact, from the late 1700's to the early 1800's. Literature includes tales of the different gods of these islands and the creation of the universe, the islands, and man; myths of the afterlife; stories of cultural heroes like Maui and Tahaki in Polynesia; stories of the arrival of settling groups headed by certain chiefs; and more factual oral historical accounts of pre-European rulers and chiefs and battles for political control. (Cross-list ENG 477) (DH)

**HPST 478 Hawaiian Mythology II (3)**

This class is taught as a companion class to Hawaiian Mythology I (HPST 479). The class further introduces students to the range of traditional Hawaiian oral literature. These include stories and prayers involving major and local gods, family 'aumakua (focusing on sharks), the Pele and Hi'iaka story, Kamapua'a (the 1860s Fornander Collection version), the Maui stories, accounts of voyaging to Kahiki, and the late period dynastic accounts of the rulers of the Kingdom of O'ahu. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of

key collectors of oral stories is also reviewed. (Cross-list ENG 478) (DH)

**HPST 479 Hawaiian Mythology I (3)**

This class is taught as a companion class to Hawaiian Mythology II (HPST 478). The class introduces students to the range of traditional Hawaiian oral literature. These include tales and prayers involving the gods, the creation of the islands and man, stories of menhune, Pele (her arrival, and the local stories of Hawai'i Island), Kamapua'a (the 1891 version), Ku'ula and 'Ai'ai, and the late period dynastic oral accounts of rulers of the Kingdom of Hawai'i. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list ENG 479) (DH)

**HPST 480 Contemporary Literature of the Pacific (3)**

Pre: ENG 100, or ENG 100T, or completion of or concurrent enrollment in ENG 200.

This course surveys the new emerging English literature by writers from Oceania from the 20th century to present. Emphasis on contemporary themes and issues in the novels, poetry, short stories, essays and/or drama, especially by indigenous writers from, for example, Hawai'i, Aotearoa/New Zealand, Fiji, Samoa, Australia and other cultural groups. (Cross-list ENG 480) (DL)

**HPST 482 Pacific Islands (3)**

European impact and native response on major island groups from exploration to annexation, independence, and trusteeship. (Cross-list HIST 482) (DH)

**HPST 483 Archaeology of Hawai'i (3)**

This course will explore Hawaiian prehistory from the time of original settlement of the Islands until the arrival of Captain James . Evidence will be gained from the investigation of archaeological sites, settlements, artifacts and other physical remains, and from recorded Hawaiian oral traditions. These data will be used to reconstruct ancient Hawaiian life, and ways to trace the development of Hawaiian society. (Cross-list ANTH/HIST 483) (DH)

**HPST 488 Twentieth Century Hawai'i (3)**

Pre: ENG 100.

An examination of 20th century Hawai'i emphasizing social and political developments. The formation of labor, the impact of World War II and the growth of the Democratic Party will be studied to understand the dynamics of contemporary Island life. (Cross-list HIST 488) (DH)



**HPST 489 Political Conflict in the Pacific (3)**

Pre: GEOG 102 or HPST/GEOG 365.

This course examines historical, social, cultural, economic and political factors producing tension and conflict in Oceania, as well as ongoing attempts at conflict resolution. Topics covered may include colonial and political developments and post-colonial arrangements, socioeconomic issues, governance, indigenous and western legal forms. The course analyzes these issues from a multidisciplinary lens. Case studies will be used to examine the themes and will integrate indigenous perspectives from the region to give a holistic analysis of these issues. (Cross-list POLS 489)

**HPST 490 Senior Practicum (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing a solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working and its relationship to the field of Hawaiian-Pacific Studies. Note: Students participating in practicum must sign UH West O'ahu's Assumption of Risk and Release form. This form must be completed prior to beginning this off-campus activity.

**HPST 491 Senior Project (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the field of Hawaiian-Pacific Studies. Students will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and information retrieval techniques, and other research-related competencies.

**HPST 495 (alpha) Research Methods (3)**

This class teaches students how to do research on Hawaiian-Pacific Studies topics (using primary sources and data) and how to present findings. Each course will focus on a specific research topic. Relevant basic sources and data and their location will be discussed, and the student will learn how to obtain information from these sources (e.g., notes, interviews, etc.). Students will conduct research on the class topic. Findings will be presented in oral and/or written formats. The course is taught primarily in a seminar format, promoting student participation. Course content will vary with the research topic, discipline of focus, and instructor. A: Hawaiian & Polynesian Warfare. May be repeated for credit towards graduation with different focus/topics. (DH)

**HPST -98 Selected Topics in Hawaiian-Pacific Studies (v 1-6)**

Topics selected will vary with program relevancy and student interests. May be repeated for credit.

**HPST -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**HEALTH (HLTH)****HLTH 117 Survey of Health Professions (3)**

This course will explore the health profession from many different perspectives, including health professionals, health science, behavioral health, health organizations, certification and licensure, community and patient experience. The concept of professionalism and transdisciplinary teamwork will be introduced from the beginning of the course. Starting with the history and organization of the various entities that provide healthcare, the health policy concept of the "Iron Triangle" (Access, Cost and Quality) will be utilized as a framework for analysis throughout. Past, present and future demographic trends will be discussed to explain the shortage of healthcare workers and the proposed solutions. There will be site visits to various organizations that provide healthcare. Finally, current healthcare professionals, nurses and health science staff from different disciplines will provide guest presentations about the responsibilities, training requirements and share a typical day related to their specific job positions and will "talk story" about their journey of how they got to where they are today.

**HLTH 120 Introduction to the Health Professions (1)**

This course introduces students to concepts of health and disease, health care systems, organizational structure and function of primary, tertiary, and community-based health facilities, health care ethics, and the health care team in individualized patient care.

**HLTH 123 Introduction to Clinical Skills & Patient Care (3)**

This course examines the healthcare system from a historical, community and workforce perspective. OSHA and HIPPA training will be offered. Basic skills in first aid, CPR and patient care will be covered and practiced.

**HLTH 202 Healing Practices Across Cultures (1)**

This course is an exploration of healing practices in Hawai'i and the world. Students will understand the purpose, function, and meaning of various health practices across cultures.

**HLTH 204 Introduction to Native Hawaiian and Indigenous Health and Healing (3)**

Pre: ENG 100; or instructor approval.

This course will explore health and healing practices of indigenous island people from a historical, economic, community, clinical and policy perspective. Through a combination of foundation lectures, guest speakers and site visits, students will address the concept that health and healing is not just taking medicine, but is also determined by the interplay of health, food, community, and culture.

**HLTH 205 Hawaiian Ways of Healing (3)**

Indigenous ways of knowing and being are vital to understand and implement for planetary healing. Here in the Islands, Hawaiian ways of knowing and being are thus vital to the health and healing of the original peoples of Hawai'i-nui-ākea. This course aims to expose students to three Hawaiian healing practices: ho'oponopono (healing through ritualized communication through self and 'ohana), lā'au lapa'au (healing through ritualized use of native plants and intention), and lomilomi (healing through ritualized touch and intention). In this way new understandings can help families practice ancient ways connected to place, people, story and ancestral values hidden and unused in modern Hawai'i. The trilogy of Hawaiian healing practices will be contextualized within kaulana mahina, moon understanding, found within context. This course may be taken for CR/NC.

**HLTH 220 Pre-Nursing Seminar (1)**

This course introduces pre-nursing students to health care history and theoretical framework. Emphasis is placed on exploring the nurse's role as an integral member of the health-care team across multiple contexts and settings and developing a professional identity. Course content will reinforce medical terminology and clinical application of foundational science knowledge.

**HLTH 242 Medical Terminology (3)**

Pre: ENG 100.

This course develops students' understanding of the language of medicine from a body systems approach. Topics include word roots, prefixes, suffixes, and combining forms. Students also gain basic knowledge of diagnostic, laboratory, and surgical procedures.

**HLTH 243 Human Pathophysiology & Pharmacology (3)**

Pre: HLTH 242.

This course provides an overview of common disease states and conditions that impact each of the major body systems and the reproductive process. Topics include etiology, signs and symptoms, and prognoses of diseases and conditions. Pharmacological concepts including drug nomenclatures, sources of drugs, drug actions and dosage, and routes of administration are also explored.

**HLTH 300 Ho'oponopono: Novice Level A (3)**

This course examines a Hawaiian practice for restoring harmony and balance among family members, in self, and in community from pre-historic times to its current use with families. Attention is on integrating the function and essence of ho'oponopono and social work with 21st century families at a ho'oponopono introductory level. This course may be taken for CR/NC.

**HLTH 305 Lā'au Lapa'au: Novice Level A (4)**

Students will be exposed to foundational vocabulary, ideas and values found within lā'au lapa'au. This Hawaiian healing modality will be contextualized with mo'olelo, kaulana mahina, inward awareness, 'ōlelo no'ēau, and 'ike kupuna to bring forward deeper understanding of text, readings and website videos. This lecture/lab course will include demonstrations and hands on practice in preparation of herbs. May be taken for CR/NC.

**HLTH 310 Lomilomi: Novice Level A (3)**

This course is a hands-on approach to a Hawaiian healing method, lomilomi. Through lecture, hands-on practice and practical application, the student will gain an awareness of the theory and intention of lomilomi, acquiring a basic application of lomilomi and understanding the kuleana responsibility of a practitioner. This course is aligned with the principles and values of Hawaiian Ways of Knowing. This course may be taken for CR/NC.

**HLTH 315 Introduction to Sports Medicine (3)**

Pre: PHYL 141, BIOL 100, or BIOL 172 with a grade of C or better.

This course provides an opportunity for the study and application of the components of sports medicine including but not limited to sports medicine related careers, basic medical terminology, risk management/prevention and pathology of athletic injuries, musculoskeletal anatomy, and principles of evaluation, treatment, and rehabilitation techniques for common injuries.

**HLTH 353 Structural Kinesiology (3)**

Pre: PHYL 142 and PHYL 142L with a grade of C- or better; and PHYS 151 and 151L with a grade of C- or better (or concurrent enrollment).

Focus on anatomical structures with an emphasis on identification and description of parts of the musculoskeletal system. The course will provide a foundational study of anatomical aspects and biomechanical concepts applied human movement. (DB)

**HLTH 360 Health Disparities and Pacific Peoples (3)**

Pre: ENG 100, and HLTH 204; or instructor approval.

Recommended: MATH 103 or MATH 103M or MATH 115 or MATH 115M or higher MATH.

This course will define and explore health disparities that affect

Native Hawaiians, Pacific Islanders, and Filipinos as well as the determinants that are the root causes of these disparities. The aim of the course is to explore these disparities with the ultimate goal of looking towards healing and resilience and addressing Pacific health disparities. This course may be taken for CR/NC.

### **HLTH 370 Seminar in Health Sciences (3)**

Pre: BIOL 172/172L, CHEM 162/162L, or PHYL 142/142L with a C or higher or instructor approval. Restricted to students in the BS-NSCI or BAS-APSC-HP programs.

Through independent and collaborative work, students will explore Health Science topics in greater depth through supplemental readings, papers, application of clinical and translational research in healthcare, or other activities led by course instructor and guest speakers.

### **HLTH 395 Health and Wellness for Life (3)**

Pre: ENG 100; and sophomore standing.

This course is an introduction to topics pertaining to personal health and wellness. It is designed to provide the student with knowledge of current health problems. Emphasis will be placed on adaption of attitudes and practices to encourage healthful behavior, prevention of illness and disease, and promotion of wellness throughout the lifespan.

### **HLTH 400 Ho'oponopono Novice Level B (3)**

Pre: HLTH 300 or instructor permission.

This course explores Hawaiian practices that help to deal with the loss of a beloved one, and for restoring harmony and balance with self and with others. Based on previous learnings about the process of restoring pono in self, attention is given to those practices that are socially acceptable of the many different moods and expressions of grief.

### **HLTH 405 Lā'au Lapa'au: Novice Level B (4)**

Pre: HLTH 305 or instructor permission.

Students will be exposed to foundational vocabulary, ideas and values found within lā'au lapa'au. This Hawaiian healing modality will be contextualized with mo'olelo, kaulana mahina, inward awareness, 'ōlelo no'eau, and 'ike kupuna to bring forward deeper understanding of text, readings and website videos. This lecture/lab course will include demonstrations and hands on practice in preparation of herbs. May be taken for CR/NC.

### **HLTH 410 Lomilomi: Novice Level B (3)**

Pre: HLTH 310 or instructor permission.

This course is a hands-on approach to a Hawaiian healing method, lomilomi. Through lecture, hands-on practice and practical application, the student will gain an awareness of the theory and intention of lomilomi, acquiring a basic application of lomilomi and understanding the kuleana responsibility of a practitioner. This course is aligned with the principles and values of Hawaiian Ways of Knowing.

### **HLTH 440a Topics in Nursing (1)**

Students will explore and learn about Native Hawaiian health, healing, and cultural practices and the impact of these aspects, and discuss how selected topics relate to Nursing. B: Fundamentals, C: Medical Surgical I; D: OB/Peds; E: Medical Surgical II; F: Population Health; G: Leadership in Nursing May be repeated with a different topic up to 6 credits.

### **HLTH 450 Theories of Wellness and Disease Across Cultures: Hawai'i and Beyond (3)**

Pre: MATH 103 or higher; and ENG 100; and junior or senior standing.

Theories for both why people are well and why they get sick have existed since time immemorial. This course will explore epidemiological theories of disease distribution throughout history and across cultures: beginning with understanding "how we know what we know" and ending with answering the question of what a spider in a tangled web has to do with disease causality.

### **HLTH 453 Colonial Medicine (3)**

Pre: ENG 100.

This course traces the history and politics of colonial health programs and policies across the Pacific Islands, Africa, and Southeast Asia. Colonial Medicine sits at the intersection of empire-building, colonialism, urbanization, sanitation movements, the rise of global commerce and travel, industrial capitalism, and the science of acclimatization. The course explores the ideologies, institutions, ethics, and practices of colonial health officials and institutions through careful consideration of mosquito-borne illnesses, Hansen's Disease, Bubonic Plague, and the Spanish Influenza, among others. (Cross-list HIST 453) (DH)

### **HLTH 460 Biostatistics (3)**

Pre: MATH 135 or higher math; or instructor consent.

An introduction to the fundamental concepts in biostatistics and how to apply these concepts for epidemiologic studies related to health science using statistical programming language. Topics covered include data collection; data analyses using descriptive statistics, probability distributions, hypothesis testing, t-tests, linear regression, and logistic regression; and interpretation of results. (Previously HLTH 350)

### **HLTH 470 Research Methods for Indigenous Well-Being (3)**

Pre: MATH 103 or higher; and ENG 100; and junior or senior standing.

Recommended: HLTH 360 and HLTH 450

Research is a systematic way to categorize observations in order to explain observable phenomenon. Dominant Western research paradigms do not account for an Indigenous world view and, thus, important information is not incorporated into

the models used to explain Indigenous health. This course will explore the theoretical and cultural basis for indigenous research frameworks and methodologies and then examine the application of these frameworks and methodologies to health inequities shouldered by Indigenous Peoples.

### **HLTH 480 Advanced Human Nutrition (3)**

Pre: Completion of PHYL 142/142L or BIOL 172/172L with a C or better. Recommended: FSHN 185.

Builds on a foundation of nutrition and introduces nutrients and their physiological and biochemical impacts, including the nutritional guidelines for good health, disease prevention, and exercise/sport optimization. Use of case studies to interpret nutrition in the prevention and treatment of diet-related health problems, such as obesity, diabetes, and cardiovascular disease, as well as performance enhancement.

### **HLTH 488 Practicum in the Health Professions (3)**

Pre: Instructor approval; senior status and current CPR certification.

This course is a supervised practicum experience for (pre-) health profession and health sciences. Students will obtain experience to further develop the necessary skills for career options within the health profession and health sciences fields

## **HEALTH INFORMATION MANAGEMENT (HIM)**

### **HIM 201 Health Information Management Theory and Practice (3)**

Pre: ENG 100 or equivalent.

This course introduces students to the organization and structure of federal, state, and local healthcare delivery systems with international comparisons. Topics include healthcare regulation, content and structure of health records, records management, data governance, sources of data, data storage and retrieval, and legal and ethical principles in healthcare.

### **HIM 203 Health Informatics & Information Systems (3)**

Pre: ENG 200 or equivalent.

This course introduces students to common healthcare information systems and technologies. Topics including information exchange, information standards, data security and integrity, strategic and contingency planning, and current and future trends in health information governance are explored in this course.

### **HIM 304 Clinical Classification I: Basic Diagnosis Coding (3)**

Pre: HIM 201 and HLTH 243.

This course introduces students to the International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10-CM) manual. Topics include ICD-10-CM guidelines and conventions for symptoms, signs, and abnormal clinical and laboratory findings,

diseases, conditions, and external causes of morbidity.

### **HIM 305 Clinical Classification II: Basic Procedure Coding (3)**

Pre: HIM 304.

This course introduces students to the International Classification of Diseases, 10th Revision, Procedure Coding System (ICD-10-PCS) manual. Topics include ICD-10-CM/PCS guidelines and conventions for symptoms, signs, and abnormal clinical and laboratory findings, diseases, conditions, and external causes of morbidity.

### **HIM 306 Operational Management of Health Information Services (3)**

Pre: HIM 201, HIM 203, HIM 304, and PUBA 477.

This course provides students with a comprehensive understanding of management theories as they relate to HIM practice. Management concepts including leadership, planning, controlling, directing, teamwork, problem-solving, and decision-making are explored.

### **HIM 309 Healthcare Statistics and Data Analytics (3)**

Pre: HIM 201, BUS 320, and PUBA 308.

This course emphasizes the role of HIM professionals in calculating and mining healthcare statistics for financial, research, data quality, and other purposes. Topics include hospital statistics, and morbidity, mortality, and other rates. Data analysis techniques including scrubbing, mapping, and predicting are also explored.

### **HIM 403 Healthcare Insurance, Reimbursement, and Economics (3)**

Pre: HIM 304 and PUBA 477.

Coreq: HIM 305.

This course introduces students to the revenue cycle management process and reimbursement methodologies used in healthcare. It provides a deeper understanding of medical coding and the wider implication of this process in healthcare planning, financing, and economics. Topics include healthcare vocabularies, nomenclatures, managed care models, and third-party payers in the U.S. with international comparisons.

### **HIM 404 Clinical Classification III: Intermediate Coding (3)**

Pre: HIM 305 and HIM 403.

This course continues to develop students' understanding of ICD-10-CM coding guidelines. Students are also introduced to the CPT/HCPCS coding manual and the use of health information technologies (HIT's) in the coding process. Topics include ICD-10-CM/PCS and CPT/HCPCS guidelines for symptoms, signs, and abnormal clinical and laboratory findings, diseases, conditions, procedures, and external causes of morbidity.



**HIM 405 Clinical Classification IV: Advanced Coding (3)**

Pre: HIM 404.

This course explores advanced concepts in medical coding, insurance, and reimbursement from a management perspective. Topics include planning and staffing in the coding department, the use of HIT's in the revenue cycle management process, and coding compliance issues.

**HIM 406 Strategic Management of Health Information Services (3)**

Pre: HIM 306.

This course explores the strategic management of health information services. Topics include effective communication, employee motivation, and quality and performance improvement efforts. Concepts related to the governance of health information systems, and financial, project, and change management in the administration of health information services are also explored.

**HIM 408 HIM Cooperative Education (3)**

Pre: HIM 203, HIM 305, HIM 306, HIM 309, and HIM 403.

This course provides students with the opportunity to perform functional HIM duties under the supervision of a preceptor in an inpatient, outpatient, or alternative care setting. Students integrate didactic knowledge and practical application of HIM operations while employing professional work ethics in a real-world setting.

**HIM 490 HIM Practicum and RHIA Exam Prep (4)**

Pre: Consent of instructor.

Coreq: APSC 486H.

This course provides students with the opportunity to perform managerial HIM duties under the supervision of a preceptor in an inpatient, outpatient, or alternative care setting. Topics include career portfolio development and registered health information administrator (RHIA) exam preparation.

**HIM -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**HISTORY (HIST)****HIST 151 World History to 1500 (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E. Includes historical narratives and global perspectives on human societies and cross-cultural interactions, and also ways to think about the past and use primary sources. (FGA)

**HIST 152 World History since 1500 (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A global and historical survey focusing on human societies and cross-cultural interactions since 1500 C.E. Includes historical narratives and global perspectives on human societies and cross-cultural interactions, and also ways to think about the past and use primary sources. (FGB)

**HIST 156 World History of Human Disease (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A global historical survey focused on the intersection of disease and human history with particular attention paid to the effects of disease on society, culture, politics, religion, and economics. Includes an exploration of the impact of disease across a broad range of geographical contexts and time periods from pre-history to the present and future. Among other epidemics the course will cover the bubonic plague, cholera, influenza, polio, smallpox, and malaria. (FGC)

**HIST 157 Global Environmental History (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A global historical survey focused on the intersection of human societies and the environment with particular attention paid to the ways in which human societies have shaped their environments, been shaped by their environment, and imagined their relationship with the natural world. The course tracks human-environmental interactions across time in order to explore its effects on culture, politics, religion, philosophy, and economics. (FGC)

**HIST 231 European Civilization, 1500-1800 (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This lower-division survey course examines a three hundred year interval known as the early modern period of European history. Topics include religious conflict, property and crime, gender and sexuality, scientific inquiry, witchcraft, overseas settlement, and the transatlantic slave trade. Through a combination of lectures, major historical problems, issues of interpretation and historical scholarship on the period, with an emphasis on developing skills in primary-source analysis and critical thinking. (DH)

**HIST 232 Modern European Civilization (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This is a lower division survey course designed to provide an overview of the major historical events, developments, and modes of thoughts in Europe from the eighteenth century

through the present. Through a combination of lectures and class discussions, students will be introduced to the major historical problems, issues of interpretation, and historical scholarship on the period, with an emphasis on developing skills in primary-source analysis and critical thinking. Topics to be addressed include the development of the nation and nationalism, scientific thought, industrialization and class conflict, imperialism, fascism, and communism, and a multitude of social struggles centered on gender, race and sexuality. (DH)

### **HIST 241 Civilizations of Asia (3)**

Pre: placement into ENG 100 or concurrent enrollment in ENG 100T.

This class is a survey of major civilizations of Asia from earliest times to 1500, and will cover East Asia, Southeast Asia, and South Asia. (DH)

### **HIST 243 Asia Cool: Modern Asia & Pop Culture (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This class will explore modern East Asian history through its popular culture, such as the anime and manga culture of Japan, the K-pop and TV dramas of South Korea, and the wuxia (Kung Fu) movies of China. We will also examine how popular culture reveals issues of gender, class and nationalism. (DH)

### **HIST 281 Introduction to American History I (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course provides a survey of the history of the United States from the beginnings of European explorations of North America to the close of the Civil War. We will cover, among other things, the European settlement of America, Native American responses to Europeans, the British colonies in North America, the American Revolution, the development of slavery, westward movement into Native American lands and the Civil War. (DH)

### **HIST 282 Introduction to American History II (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course provides a survey of the history of the United States from the end of the Civil War to the present. The subjects covered will include Reconstruction, industrialization, immigration, urbanization, populism and progressivism, imperialism, World War I, the 1920s, the Great Depression and the New Deal, World War II, post-war politics, Korea and the Cold War, Vietnam, the Civil Rights movement, the conservative reaction, and the new world of the 21st Century. (DH)

### **HIST 284 History of the Hawaiian Islands (3)**

A survey of Hawai'i's history from Polynesian chiefdoms to

Hawaiian Kingdom to American territory and state. (Cross-listed HPST 284) (DH)

### **HIST 288 Survey of Pacific Islands History (3)**

Survey of Pacific Islands history including early settlement, cultural contact, colonization, decolonization, and contemporary issues with a focus on indigenous Pacific Islander and Native Hawaiian interpretations and experiences. (Cross-listed HPST 288) (DH)

### **HIST 294 History of the Philippines (3)**

Traces developments in Philippine history and society from pre-colonial to contemporary times and explores ways in which the peoples of the Philippines embraced, resisted, or negotiated new modes of thought, behavior and social organization influenced by the Spanish, American, and Japanese regimes as well as the post-colonial global order. (DH)

### **HIST 306 History of Southeast Asia (3)**

Pre: ENG 100.

This course will focus on the broad themes of regional unity and diversity in Southeast Asia, namely how local cultures adapted to religious, economic, political, and intellectual influences from outside the region. The course will study the history of the peoples of this region beginning with the classical maritime and mainland empires to the onset of Western colonialism and the rise of nationalistic resistance and conclude with a study of postwar Southeast Asia.

### **HIST 308 Science and the Modern Prospect (3)**

Examines the history, philosophy and politics of science. Studies of major ideas in the history of science and of contemporary perspectives on the methods, purpose, scope, and limits of science. Offers students an understanding of scientific thought and practice from a humanistic perspective. (Cross-list POLS 308)

### **HIST 311 Chinese Culture (3)**

Pre: ENG 100.

A topical survey of Chinese civilization from its origins to the 17th century. Traces the major themes of Chinese civilization and assesses Chinese cultural contributions. Emphasis on philosophical, literary, and historical traditions.

### **HIST 312 Modern China (3)**

Pre: ENG 100.

A historical survey of China from the 17th century to the present, placing major emphasis on political and social developments, especially in the 20th century. (DH)

**HIST 318 Asian American History (3)**

Pre: ENG 100.

This course will examine the experience of Asian immigrants and their citizen descendants in the United States, with an emphasis on Hawai'i. The groups covered include Chinese, Filipino, Japanese, Korean, South Asian, and Southeast Asian Americans. Topics include discussion of: 1) historical forces in the Asian countries and in the U.S. which shaped Asian immigration; 2) the development of ethnic communities; and 3) the struggle of Asians against American nativist feelings and discrimination. This course will also examine the broader question of how race is formed in America, and how racial categories affect our daily lives and the way we see the world. (DH)

**HIST 321 Japanese Culture (3)**

Pre: ENG 100.

Examines the major aesthetic themes in Japanese civilization; the development of the Zen ethic, and the emergence of the bushido or samurai spirit. Other currents such as the adaptation of foreign values to the Japanese setting and the recurrence of Japanese patterns will also be stressed. Surveys Japan's religious, philosophical, literary, and historical traditions. May be taken as CR/NC. (DH)

**HIST 322 Modern Japan (3)**

Pre: ENG 100.

A survey of Japanese history and culture from the 18th century with emphasis on developments in the 20th century. Considers topically major themes and issues of Japan's emergence to world prominence. May be taken as CR/NC. (DH)

**HIST 323 Way of Tea in Japanese History & Culture (3)**

Pre: ENG 100.

This course focuses on various aspects of the formal preparation of tea, or chanoyu. We will explore the visual and material culture of tea, its history, the ritualized act of preparing it, and the usage of tea in cultural contexts. We will also examine how tea is related to contemporary notions of hospitality and manners in everyday Japanese life, as well as to aesthetic sensibilities. This course may be taken for CR/NC. (DA)

**HIST 325 Asian Economies, Business & Consumers (3)**

Pre: ENG 100.

The world economy is undergoing a dramatic transformation with the rapid rise of China, and the global reach of the Japanese and South Korean economies. This course will look at the business, economies, and consumers of East Asia in a historical, cultural and business perspective. The period covered runs from pre-modern Asian economies in the 19th century through the 20th century, and especially focuses on post-WWII economic development. Students will also receive hands-on experience with Asian businesses via field trips and guest

speakers. May be taken as CR/NC. (Cross-list BUSA 325)

**HIST 326 Japan Cool: Anime, Manga, and Film (3)**

Pre: ENG 100.

Learn about the world of Japanese anime, manga, and films, and how producers and audiences interact to create meaning in popular culture products. What can we learn about Japanese audiences from Japanese popular media culture? This class will focus on issues of gender, national identity, and race throughout modern Japanese history. (DH)

**HIST 328 Modern Korea (3)**

Pre: ENG 100.

This course is a historical survey of North and South Korea from the 17th century to the present, placing major emphasis on political and social developments in the 20th century. We will examine issues in the creation of modern North and South Korea and the rise of Korean nationalism, social and political changes, and issues faced by Koreans from a Japanese invasion, to a bloody inter-Korean war, to postwar reconstruction, to South Korea's emergence as an economic and cultural super-power and North Korea's standoff with the United States. May be taken as CR/NC.

**HIST 342 History of Economic Thought (3)**

Pre: ECON 130 and one of these 3 courses: ECON 131, HIST 151 or HIST 152.

This course introduces major western economic theorists and ideas since around the 1700s and considers the history of views on work, poverty, the market and government, and the relationship of those doctrines to society, philosophy, and public policy. (Cross-list ECON 342)

**HIST 350 History of Terrorism (3)**

Pre: ENG 100.

This course will explore outbreaks of terrorism in a variety of world regions and historical contexts, including the 19th century anarchists, Latin American guerrilla groups of the 1960s and 1970s, the Irish Republican Army, the German Red Army Faction, and contemporary Islamic extremists. We will consider the goals, strategies, and self-conceptions of would-be terrorists, as well as state counter-terror responses and the broader cultural impact of extended terror scares.

**HIST 354 History of Russia (3)**

A survey of the growth of civilization in Russia with major emphasis on the social and cultural life of the Russian people. At least one major Russian novel will be read along with historical works.

**HIST 361 U.S. Women's History (3)**

Pre: ENG 100.

Our understanding of the past is transformed when we consider it through women's experiences. This course surveys American history and examines the broad themes that have shaped women's lives in the United States from the colonial period to the present. Topics covered include the movement for suffrage, women reformers and activists, and women and wars. While tracing larger trends and identifying common experiences, we will also pay close attention to the specific experiences of individual women in order to shed light on the differences and divisions among them.

**HIST 363 20th Century U.S. Popular, Mass and Counter-Culture (3)**

Pre: ENG 100.

This course examines twentieth century U.S. culture through the lens of popular culture, mass culture, and counter cultures. The course will examine how political and social events and trends shaped these three and vice versa. The course will also examine how the industries behind these cultural productions, such as the Hollywood Studios and comic book distributors, and how the workings of these industries have affected the content being produced. Students will be exposed to a range of cultural artifacts during the course and will be provided with the opportunity and the tools needed to analyze these as from a historical perspective. (DH)

**HIST 364 World History through Music (3)**

Pre: ENG 100.

This course uses music to study world historical themes such as migrations and diasporas, imperialism, resistance, and the environment. Through an examination of music that has been shared, adapted, and developed as a result of transnational relationships and events, the course allows for the study of large historical processes and the intimate ways they are experienced, shaped, and reacted to by people from around the world.

**HIST 366 Women in Oceania (3)**

Pre: ENG 100.

This course explores historical processes that have impacted the lives of indigenous women in Oceania, and women's engagements with those processes over time. Topics include orality, matrilineality, land and power, art and material culture, third gender identities, exoticism and eroticism, imperialism, world war, nuclear testing, decolonization, migration, and climate change. (DH)

**HIST 367 Women in World History (3)**

This course focuses on the contributions of women in world history and emphasizes the study of women and gender as a lens to examine world history. Topics covered include women's roles and experiences in the expansion of empire, resistance to

imperialism, and revolutions, among others.

**HIST 368 Global History of Sport (3)**

Pre: ENG 100.

The global history of sport sits at the intersection of economic, cultural, social, and political history. The course begins with an overview of the theories and methodologies for the study of modern global sports history before shifting into four units focused on a specific sport and key historical themes. The first unit focuses on the Olympics, health, international relations, nationalism, and invented traditions in the twentieth and twenty-first centuries. The second unit explores the role of baseball across the US, Pacific, Caribbean, and East Asia as it intersects with topics of race, colonialism, and economic development. The third unit centers itself on rugby as a means to look at migration, gender, nationalism, and Pacific identities. The final unit focuses on soccer, the world's game, as well as gender, globalization, tribalism, and global capitalism. (DH)

**HIST 369 K-Pop and J-Pop: Korean and Japanese Popular Music and Society (3)**

Pre: ENG 100.

This course examines modern Japan and Korea through a historical investigation of popular music such as chart-topping idols, boy and girl groups, as well as "traditional" Korean trot and Japanese enka. We will also look at the "Pop Pacific," where Japanese and Korean popular music, with heavy American influence, was created by cultural exchange through Japantowns and Koreatowns in the U.S, American bases in East Asia, TV, and the Internet. No musical knowledge is required for this course. (Cross-list MUS 369) (DH)

**HIST 370 U.S. Immigration History (3)**

This course explores the major frameworks, developments, and debates in U.S. immigration history with an emphasis on the early nineteenth century to the present. (DH)

**HIST 371 African American History (3)**

Pre: ENG 100.

This course examines the dual development of a racialized system of power within the United States alongside the development of African American communities and identities. Major events/moments covered in this course include but are not limited to the development of racialized slavery, life and resistance of enslaved African Americans, the development of African American leadership, Reconstruction, Jim Crow, the long civil rights struggle from 1865 to the present, and the ever changing nature of white supremacist systems in response to African American success. (DH)



**HIST 373 Filipinx American History**

Pre: ENG 100.

Welcome to Filipinx American History. This upper-division course will provide an overview of the historical and contemporary experiences of Filipinx in the U.S. and Hawai'i. Major events/moments covered in this course include but are not limited to: early arrival of Filipinx in the Americas, war and occupation, migration, second class citizenship, life and resistance of plantation and other laborers, the development of ethnic communities, civil rights, transnational solidarity, and settler aloha 'āina. (DH)

**HIST 376 20th Century Protest and Decolonization (3)**

Pre: ENG 100.

The 20th Century was a period of massive social, economic, technical, and political upheaval. This course examines the history of decolonization efforts that literally redrew the globe during that era. In addition, it examines related efforts, such as the Civil Rights movement, that fell into and often developed in conjunction with anti-colonial movements. Finally, it will look at the lingering effects of decolonization, the growth of neocolonialism, and remaining decolonization efforts today. (DH)

**HIST 379 American Empire (3)**

Pre: ENG 100.

This course examines the history of the United States as an empire from early settlement to the present day from the perspectives of both the empire and those colonized, dispossessed, and/or occupied by the United States. The course not only covers the actual imperial projects that literally shaped the United States, but the cultural and intellectual traditions within the United States that shaped and were shaped by the growth of the empire. (DH)

**HIST 384 Hawai'i from European Contact to the Overthrow (3)**

Pre: ENG 100.

Survey of the social, economic, and political history of the Islands from European contact to the overthrow of the Kingdom of Hawai'i. Emphasis is on the elements of change and continuity that have shaped the culture and history of the Islands. The contributions of the diverse ethnic groups will be stressed. (Cross-list HPST 384) (DH)

**HIST 387 Crime and Corruption in Modern Hawai'i (3)**

Pre: ENG 100.

This course examines corruption and crime in 20th Century Hawai'i, focusing on the interplay between power, race, culture, and land. Crime and corruption are by no means unique to Hawai'i, but our history has led to a unique set of conditions within which crime and corruption have developed. The course examines these conditions through incidents such as the Massie

trial and the Broken Trust scandal, as well as through themes such as patronage. (DH)

**HIST 393 U. S. Military History (3)**

A survey of American wars, warriors, and strategic thought from the Revolutionary War to Vietnam.

**HIST 395 Science, Technology, and Empire since 1700 (3)**

Pre: ENG 100.

This course explores the history of modern science and empire from 1700 to present as it surveys the evolution of scientific thought and its cultural context. Science, technology, and medicine exist at an important intersection for understanding the creation and continuation of colonial empires across the nineteenth and twentieth centuries. This course covers three major areas in which the nature and use of science changed from 1700 to the present: the world, the body, and the universe. (DH)

**HIST 402 From Vikings to Pidgin: The History of the English Language (3)**

Pre: ENG 200.

A study of the origins, changes, and reasons for changes in the grammar, sounds, and vocabulary of English from the beginnings of the language to modern times. (DH) (Cross-list ENG 402)

**HIST 433 Medieval Cultures (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Topical study of cultural and cross-cultural issues in the medieval period (circa 300-1500). Class discussion and written work emphasize analysis of primary source documents using cultural and world history theories. Topical focus and readings vary by semester. (DH)

**HIST 436 World Environmental History 1500-Present (3)**

Pre: ENG 100.

This course explores interactions between human societies and the natural world. Students will draw on a variety of sources to explore human adaptation to and transformation of the environment from roughly 1500 to present day across a variety of local and global contexts. Themes and topics covered in the course include industrialization, colonialism, energy regimes, invader species, environmentality, community-based conservation, wilderness, and development. In this seminar course the methodologies of Environmental history will be explored through shared course readings, short lectures, student presentations, and student lead discussions. (DH)

**HIST 437 Pacific Archaeology (3)**

This course investigates the origins of Pacific peoples and their settlement and adaptation to the islands in Melanesia, Micronesia, and Polynesia. Evidence will be drawn from archaeological sites, artifacts, languages, and oral traditions. (Cross-list ANTH/HPST 437) (DH)

**HIST 443 Nazi Germany (3)**

Pre: ENG 100.

This course will examine the dramatic rise and fall of the Nazi movement in Germany, beginning with the turbulent political climate of the 1920s and moving through the Second World War. The course will place the Nazi party within a broader social context by looking at the political and cultural experimentation of the Weimar Period (1919-1933) and the National Socialist response to the challenges of modernity: the construction of a utopian “racial state” and a German-dominated world order. We will study the structure of the Nazi state, the culture wars of the 1920s and 1930s, the significance of Hitler in the Third Reich, the march toward World War, and the Nazis’ “war against Jews”—the Holocaust.

**HIST 447 Environmental History of Oceania (3)**

Pre: ENG 100.

This course explores interactions between human societies and the natural world in Oceania. Students will draw on various sources to explore human adaptation to and transformation of the environment across a variety of local and temporal contexts. The course's themes and topics include settlement, colonialism, invader species, ecological imperialism, community-based conservation, tourism, nuclear testing, and development. (DH)

**HIST 453 Colonial Medicine (3)**

Pre: ENG 100.

This course traces the history and politics of colonial health programs and policies across the Pacific Islands, Africa, and Southeast Asia. Colonial Medicine sits at the intersection of empire-building, colonialism, urbanization, sanitation movements, the rise of global commerce and travel, industrial capitalism, and the science of acclimatization. The course explores the ideologies, institutions, ethics, and practices of colonial health officials and institutions through careful consideration of mosquito-borne illnesses, Hansen's Disease, Bubonic Plague, and the Spanish Influenza, among others. (Cross-list HLTH 453) (DH)

**HIST 459 Europe Since 1945 (3)**

Pre: ENG 100.

This upper-division seminar will examine the major events and developments of postwar, Cold War, and contemporary Europe. Through a combination of mini-lectures and class discussions, we will explore a variety of historical problems, issues

of interpretation, and historical scholarship on the period, with an emphasis on developing skills in critical thinking and understanding the origins of the challenges Europe and the world grapple with today. Topics include postwar reconstruction, decolonization, Stalinism and the Cold War, 1960s/70s radicalism, changing gender relations, and the influx of immigrants of non-European origin, who have helped to dramatically transform European national identities and popular culture.

**HIST 466 U.S. in the Pacific (3)**

Pre: ENG 100.

This course examines American activities and relations in the Pacific Islands region including Hawai'i and the Philippines from the late eighteenth century to the present. Special attention is given to U.S. political, economic, and socio-cultural expansion in the region and indigenous encounters with and responses to various American encroachments.

**HIST 469 The Cold War (3)**

Pre: ENG 100.

This course examines the history of the Cold War, combining political, economic, military, and cultural history. It includes not only the armed conflicts and military buildups commonly associated with the cold war, but also the ideological and cultural underpinnings of the war and its effect on societies and peoples around the globe. (DH)

**HIST 470 Literature as History (3)**

Pre: ENG 100.

An examination of works whose popularity offers valuable insights into the historical periods in which they were written. The books will be studied for their cultural and historical importance as well as their literary merit. Among the works to be covered: F. Scott Fitzgerald, *The Great Gatsby*; Henry Adams, *Democracy*; John Steinbeck, *The Grapes of Wrath*. Taught primarily as a seminar. (Cross-list ENG 470)

**HIST 471 Polynesia before European Contact (3)**

This course is a detailed overview of Polynesian history from initial settlement to European contact, covering the spread of settlement through Polynesia and the histories of selected island groups. A multi-disciplinary approach to history is used, looking at oral historic, early historic, historical linguistic and archaeological information. Among the islands usually studied are Tonga, Samoa, the Marquesas, the Tuamotus, Mangareva, Easter Island, the Society Islands (Tahiti), the Southern s, Aotearoa (New Zealand), and the little known Chatham Islands. Among the subjects covered are the rise of the Tongan kingdom, the initial settlement of Eastern Polynesia from Samoa, the formation of stratified countries in Tahiti, Aotearoa's smaller societies with raiding and fortifications, and Easter Island's history with its large statues. The student will also get a more detailed knowledge of

one island group through a research paper, learning basic research and writing methods. (Cross-list HPST 471) (DH)

### **HIST 482 Pacific Islands (3)**

European impact and native response on major island groups from exploration to annexation, independence, and trusteeship. (Cross-list HPST 482) (DH)

### **HIST 483 Archaeology of Hawai'i (3)**

This course will explore Hawaiian prehistory from the time of original settlement of the Islands until the arrival of Captain James . Evidence will be gained from the investigation of archaeological sites, settlements, artifacts and other physical remains, and from recorded Hawaiian oral traditions. These data will be used to reconstruct ancient Hawaiian life, and ways to trace the development of Hawaiian society. (Cross-list ANTH/HPST 483) (DH)

### **HIST 484 Pacific Islanders and WWII (3)**

Pre: ENG 100.

This course examines the perspectives, experiences, and actions of Pacific Island peoples during WWII. This includes the experiences of Pacific Islanders under occupation by various empires during the war, experiences of civilian islanders experiencing the effects of battle, and the experiences of Islanders serving different imperial militaries in the Pacific and in other theaters. The course also examines some of the long term political, environmental, and cultural effects of the war. (DH)

### **HIST 485 History of Oceanic Connections (3)**

Pre: ENG 100.

This course examines the historical connections and reconnections between different Pacific Island peoples from early migrations until the present. The history of these connections allows us to understand the broader Pacific not simply as a series of islands connected by empires, but rather a collection of relationships and connections that together can help inform Pacific Island connections in the modern age. Furthermore, it allows us to look at the ways Pacific Island identities have been defined and redefined through history. Topics covered include but are not limited to: Early migration, Connections and Voyaging before European shipping, Islander participation in European shipping, Connections and relationships between 19th century Pacific Island polities, Diaspora within and outside of the Pacific, Connections under empire, and 20th century cultural and social exchange. (DH)

### **HIST 486 Marshall Islands Histories (3)**

This course uses a thematic approach to explore the people and histories of the Marshall Islands. Topics include Marshallese origins and historiography, Christian conversions, land issue, colonialism, nuclear testing, decolonization and the Compact of Free Association, migration and diaspora, identity, climate change, and contemporary arts and culture. (DH)

### **HIST 487 Hawai'i During World War II (3)**

Pre: ENG 100.

Owing to Hawai'i's role in the Second World War and the sudden intensification of American military activity, the lives of kama'aina were permanently altered, as the Hawaiian Islands became more deeply integrated into mainstream American culture and politics. Topics for discussion in this course include martial law, race relations, gender relations, the militarization of O'ahu, community mobilization, the internment of civilians, and the experience of Japanese American men who volunteered for the armed forces.

### **HIST 488 Twentieth Century Hawai'i (3)**

Pre: ENG 100.

An examination of 20th century Hawai'i emphasizing social and political developments. The formation of labor, the impact of World War II, and the growth of the Democratic Party will be studied to understand the dynamics of contemporary Island life. (Cross-list HPST 488) (DH)

### **HIST 490 Senior Practicum (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing a solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in practicum must sign the UH West O'ahu Assumption of Risk and Release form. This form must be completed prior to beginning this off-campus activity.

### **HIST 491 Senior Project (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and information retrieval techniques, and other research-related competencies.

### **HIST -98 Selected Topics in History (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **HIST -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various fields. To be arranged with the instructor.

## HOSPITALITY AND TOURISM (HOST)

### HOST 101 Introduction to Tourism (3)

This course gives an overview of hospitality and tourism industry, including the traveling public, tourism promoters, suppliers and the tourism environment. Topics include the government tourism agencies, understanding the different aspects and perspectives of tourism and looking at current issues and trends in the travel industry. This course provides a global as well as local outlook of the hospitality and tourism industry. (DS)

### HOST 304 Hospitality and Tourism Marketing (3)

Pre: BUSA 300.

This course focuses on the development of marketing strategies in the travel and hospitality industry. Topics covered will be integrated marketing communications, market research, sales and public relations. (Previously BUSA 409)

### HOST 306 Hospitality and Travel Administration (3)

Pre: ENG 200.

Overview of the hospitality and tourism industry from a leadership perspective. Students will prepare for roles in management through practical applications in assessing current issues and understanding trends as well as utilizing case studies and an interactive approach to researching topics in the travel industry. Through an administrative approach to viewing topics within the travel industry, students will learn to develop and expand their skills and knowledge as the advance in their careers. (Previously BUSA 306)

### HOST 309 Hospitality Accounting (3)

Pre: ACC 201 and ACC 202.

This course evaluates hospitality accounting and the use of financial statements. The focus of this course will cover income statements, budgeting, managing cash and receivables, controlling costs, pricing, performance, and assessing performance of the business. (Previously BUSA 309)

### HOST 313 Foodservice Management (3)

Pre: ENG 200 or equivalent.

Foodservice Management covers a practical overview of foodservice operations and business principles in the areas of food safety, human resources, finance, equipment, design, and marketing. Students will learn the managerial aspects of running a food service organization and gain an understanding of issues and current trends within the industry.

### HOST 314 Lodging Operations Management (3)

Pre: ENG 200.

Lodging Operations Management provides an overview of hotel operations from the perspective of the general manager for a

full service, mid-range hotel including Human Resources; Controller; The Front Office; Housekeeping; Food and Beverage; Safety and Property Security; Sales and Marketing; Accounting; and Facility Engineering and Maintenance. Concepts and procedures can be applied to new lodging opportunities from personal vacation rentals to large, luxury properties globally as well as locally.

### HOST 316 Anthropology of Tourism (3)

Pre: ENG 100.

In both a local and larger global context, students will learn about tourism through an anthropological perspective. Major topics will include sustainability, globalization, climate change, sacred places, cultural preservation, the commodification of culture, Indigenous rights and autonomy, heritage sites, as well as different types of tourism. Case examples from throughout Hawai'i and from across the globe will be featured. The semester will include offsite visits to nearby heritage sites, national monuments or parks, and museums in which students will learn from local practitioners and professionals. (Cross-list ANTH 316) (Previously ANTH/HOST 390)

### HOST 390 (alpha) Topics in Hospitality & Tourism (3)

Topics in Hospitality and Tourism will vary with program relevancy and student interest. May be repeated for credit with a different alpha. C) Chinese Tourism in Hawai'i. (Previously BUSA 390 (alpha))

### HOST 403 Revenue Management for the Hospitality and Tourism Industry (3)

Pre: MATH 103 or MATH 115 or higher MATH.

Revenue Management is a process of maximizing revenue for the organization. The importance of revenue management to sustain and profit within the Hospitality and Tourism Industry will be learned through practical applications and real life examples. Students will learn how to "charge the right price, to the right customer, for the right product, through the right channel, at the right time." (Previously BUSA 403)

### HOST 421 Sustainability in Tourism (3)

Pre: ENG 200 or ENG 209.

This course will focus on sustainable and regenerative tourism practices including a conscientious and authentic approach to tourism. We will look at the trends in tourism as well as historical data to gain an understanding of the impact tourism has on a local and global perspective as well as the cultural, economic, political and societal influences the industry faces. (Previously BUSA 421)

### HOST 422 Root Culture: Transforming Hospitality (3)

Pre: ENG 200 or ENG 209.

Understanding place and people from a cultural perspective activates Social, Environmental and Financial factors that have



the potential to transform Hawai'i's Hospitality Industry. This Triple Bottom Line can thus be infused within all aspects of care and context for future visitors. This course introduces students to Hawai'i's history through the "Root Culture" - Native Hawaiians. Timely and relevant topics will show the impact Hawaiian epistemology, values and perspectives have on the future of Hawai'i's visitor environment. The aim is to produce leadership capacity within students so they mature in their understanding of cultural and environmental needs, and political issues. In this way, the evolution and future of Tourism synergizes the needs of Hawai'i with the changing demographics of the contemporary traveler.

### **HOST 423 Hotel Investments (3)**

Pre: ACC 201 and ACC 202.

This course evaluates hotel investments. Topics include investment strategies, hotel valuation, revenue management, and the legal environment of the hotel industry. (Previously BUSA 423)

## **HUMANITIES (HUM)**

### **HUM 300 Humanities Seminar (3)**

The Humanities Seminar further emphasizes the multi-disciplinary perspectives important in Humanities. Each Humanities faculty member will give at least one lecture on their teaching and research interests, which will illustrate to students how the different disciplines contribute to an understanding of the Humanities.

### **HUM 491 Community-Based Education and Service Learning (v 1-3)**

This course helps to fulfill UH West O'ahu's mission for development of public service activities. Each semester the course will focus on one or more of the following activities: tutoring and/or mentoring immigrant students and/or their parents; working with community resource people; conducting research on Hawai'i's multi-cultural communities and issues of importance to them; participating in workshops that will provide appropriate background and training for these activities. Requirements: 8 hours per week (on-site, workshops, etc.). (Cross-list SSCI 491) Note: This course can also be used as a senior practicum site, with the approval of the student's Faculty Advisor. Students participating in off-campus service learning or practicum activities must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to the instructor prior to beginning this off-campus activity.

### **HUM -98 Selected Topics in Humanities (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **HUM -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various fields. To be arranged with the instructor.

## **ILOKANO (ILO)**

### **ILO 100 Introduction to Ilokano Art, Culture and Language (3)**

The course will take a journey to the northernmost islands of Batanes, the Cordillera highlands, the central plains of Luzon, the Queen City of the south, and the bustling cities outside of the Philippines to peer into multi-cultural practices of the Amianan people. This class introduces Amianan culture to students through its indigenous and modern art forms and also beginning conversational skills without necessarily obtaining mastery of the language. Students will be introduced to the practice of Amianan arts, along with cultural information and an introduction to the fundamentals of the Ilokano language. This course can serve as an introduction for students who wish to continue their studies of the language to ILO 101. This course may be taken for CR/NC. (DA)

### **ILO 101 Beginning Ilokano (4)**

This is an introductory course in Ilokano language that aims to increase the reading comprehension of students and develop their linguistic skills in Ilokano, which will ultimately lead to communicative proficiency. Since culture is closely related to the study of language, this course will also provide students with the means to integrate their previous language learning and experiences in promoting their cultural appreciation and critical awareness of the target culture. Students are expected to demonstrate and showcase learned skills, both in written and oral forms.

### **ILO 102 Beginning Ilokano II (4)**

Pre: ILO 101 or instructor consent.

This is an introductory course in Ilokano language that aims to increase the reading comprehension of students and develop their linguistic skills in Ilokano, which will ultimately lead to communicative proficiency. Since culture is closely related to the study of language, this course will also provide students with the means to integrate their previous language learning and experiences in promoting their cultural appreciation and critical awareness of the target culture. Students are expected to demonstrate, and showcase learned skills, both in written and oral formats.

### **ILO 186 (alpha) Introduction to Ilokano Art, Culture and Language (1)**

A hands-on course focuses on spoken Ilokano language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life

situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: ing; D: customer service, E: art. No previous Ilokano language experience is necessary. Credits may be repeated for a maximum of four credits with different alphas. May be taken as CR/NC.

### **ILO 201 Intermediate Ilokano I (4)**

Pre: Ilokano 102 or equivalent

This course aims to increase the reading comprehension of students and to develop their different linguistic skills in Ilokano, which will ultimately lead to communicative proficiency. Since culture is closely linked to the study of language, this course will also provide students the means to integrate their previous language learning and experiences in promoting their cultural appreciation and critical awareness on the target culture. Students are expected to demonstrate/showcase learned skills, both in written and oral formats. May be taken as CR/NC.

### **ILO 202 Intermediate Ilokano II (4)**

Pre: ILO 201 or instructor consent.

This course aims to increase the reading comprehension of students and to develop their different linguistic skills in Ilokano, which will ultimately lead to communicative proficiency. Since culture is closely linked to the study of language, this course will also provide students the means to integrate their previous language learning and experiences in promoting their cultural appreciation and critical awareness on the target culture. Students are expected to demonstrate/showcase learned skills, both in written and oral formats. May be taken as CR/NC.

## **INFORMATION AND COMPUTER SCIENCE (ICS)**

### **ICS 101 Digital Tools for the Information World (3)**

Fundamental information technology concepts and computing terminology, productivity software for problem solving, computer technology trends and impact on individuals and society. Emphasizes the utilization of operating systems and the production of professional documents, spreadsheets, presentations, databases, and web pages. Keyboarding experience and qualification for ENG100 and MATH103 are recommended prior to taking this course.

### **ICS 111 Introduction to Computer Science I (3)**

Pre: ICS101 or equivalent, all with a grade of C or better, or consent of instructor.

An overview of the fundamentals of computer science emphasizing problem solving, algorithm development, implementation, and

debugging/testing using an object-oriented programming language is covered.

### **ICS 129 Introduction to Databases (3)**

Pre: MATH 103 or MATH 115 or higher MATH.

This course covers the fundamental concepts in database technology, including storage structures, access methods, recovery, concurrency and integrity. The relational model and its implementation will be covered in depth together with an overview of SQL and its role in application development. The course will also present an overview of database administration, including modeling and design activities. A substantial part of the course involves the development of an understanding of database concepts.

### **ICS 184 Network Fundamentals (3)**

Pre: ICS 101 or ICS 111.

Introduces the student to the concepts of data communications, telecommunications, and networking. It provides a conceptual view of networking and will bring together the acronyms, protocols, and components used in today's networks. It is designed to specifically provide the student with a practical and comprehensive working knowledge of networking.

### **ICS 211 Introduction to Computer Science II (3)**

Pre: ICS 111 with a grade of "B" or higher, or instructor consent.

Reinforce and strengthen problem-solving skills using abstract data types and introduce software development practices. Emphasize the use of searching and sorting algorithms and their complexity, recursion, object-oriented programming, and data structures.

### **ICS 240 Operating Systems (3)**

Pre: ICS 111 with a grade of C or better or instructor approval.

This course introduces students to various aspects of Operating Systems. This course examines and explores the structure, basic functionality, administration, troubleshooting, and installation of operating systems and related applications. Advanced topics include scripting, operating system security, maintenance and services.

## **INFORMATION SECURITY AND ASSURANCE (ISA)**

### **ISA 275 Security Essentials (3)**

Pre: ICS 101, ICS 111, and ICS 184/ITS 124.

This course will provide the student with an introduction to the basics of information security. Topics include risk identification and mitigation; security controls used to maintain confidentiality, integrity and availability; and the identification of appropriate technologies and products used to secure an information system. Awareness of applicable policies, laws and regulations, infrastructure, application, and information security are also discussed in this course.

**ISA 305 Information Systems Security (3)**

Pre: ICS 184 or ITS 142.

This course introduces the fundamental concepts of security as applied to information systems. Topics include developing security policies, host-based security, network security, security software tools, layered security and the use of security devices on the network such as firewalls and packet filters. Intrusion detection, incident handling, and legal, ethical, and professional issues are also covered.

**ISA 320 Fundamentals of Secure Software Programming (3)**

Pre: ICS 111 or equivalent.

This course primarily focuses on security throughout the software development lifecycle. This means knowing and understanding common risks (including implementation bugs and architectural flaws), designing for security, and subjecting software artifacts to thorough, objective risk analyses and testing.

**ISA 330 Introduction to Proactive System Security (3)**

Pre: ICS 184 or CENT 275 or CSNT 275 or ITS 142.

This course introduces students to how hackers attack computers and networks and how to protect against these attacks. This is a hands-on learning course where students will be exposed to and perform many of the various types of attacks in order to understand how to defend against them. Legal implications and ethical issues will also be addressed.

**ISA 340 Introduction to Digital Forensics (3)**

Pre: ICS 184 or CENT 275 or CSNT 275 or ITS 142.

This course is designed to provide the students with a good understanding on the field of digital forensics. The course will focus on the field of Digital Forensics including legal and investigative viewpoints. Forensic analysis and digital evidence over a wide range of technologies (like Networks, mobile devices, and Windows, Linux, Mac and embedded systems) will be reviewed.

**ISA 360 Cyber Competitions (3)**

Pre: ISA 330.

Cybersecurity competitions provide students with virtual training grounds to develop, practice, and validate cybersecurity knowledge and skills learned through the Information Security and Assurance (ISA) curriculum. Both individual and team competitions provide students with a unique opportunity to both research and execute offensive and defense cyber operations. Cybersecurity competitions are supported by academia, industry and government organizations to promote cyber workforce development. This course provides students the opportunity to research major topics in cybersecurity, present findings to their peers, and actively participate individually and as a team.

**ISA 395 (alpha) Internship Experience (v 1-3)**

This is a field exercise course that does not fulfill the capstone requirement for Business Administration majors. Students are provided internships in either business, education, or government. Students report on their experience using their understanding of administrative theory and practice. Note: Students must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to the instructor prior to beginning any off-campus activity.

**ISA 400 Management of Information Security (3)**

Pre: ISA 330 or CENT 275 or CSNT 275 or CENT 305.

This course primarily focuses on the managerial aspects of information security, such as access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts.

**ISA 430 Cybersecurity for Supervisory Control and Data Acquisition (SCADA) (3)**

Pre: ICS 111 and ISA 330.

Cybersecurity for Supervisory Control and Data Acquisition (SCADA) systems explores the fundamentals of SCADA network architecture and associated communication protocols. Topics covered include Industrial Control Systems (ICS), embedded systems, and hardware/firmware security.

**ISA 450 Modern Cyber Conflicts (3)**

Pre: ISA 330 or CENT 275 or CSNT 275.

This course explores the battlefields, participants, tools and techniques used in modern cyber conflicts. An overview of how cyber conflicts are carried out, how they will change in the future, and how to detect and defend against espionage (like hactivism, insider threats, and non-state actors like organized criminals and terrorists) will be accomplished.

**ISA 480 (alpha) Topics in Information Security and Assurance (3)**

Pre: ISA 330 and ISA 340.

Topics will vary with program relevancy and student interest. May be repeated for credit with a different alpha. C) Communications; D) Digital Forensics; E) Electronics; G) Global Cyber Issues; I) Cyber Investigations; P) Programming; R) Cyber Detection and Response; V) Vulnerability Analysis.

**INFORMATION TECHNOLOGY (ITS)****ITS 410 IT Project Management (3)**

Pre: 300-level CENT, CSNT, FMGT, ISA, or ITS course.

This course exposes the student to and provides the opportu-

nity for students to practice the application and integration of the project management body of knowledge (PMBOK) areas to managing information technology (IT) projects. The primary focus of this course is on project management principles associated with managing an IT project's goal, scope, schedule, and budget. Some additional topics that will be covered include quality, risk and knowledge management as well as software tools that support the activities associated with project management. (Cross-list BUSA 410)

## JAPANESE (JPNS)

### **JPNS 100 Introduction to Japanese Art and Culture (3)**

This course introduces Japanese culture to students through its traditional and modern art forms. Students will be introduced to the practice of Japanese arts, along with cultural information and the fundamentals of the Japanese language. This course can serve as an introduction for students who wish to continue their studies of the language. May be taken as CR/NC. (DA)

### **JPNS 101 Elementary Japanese I (4)**

Pre: Instructor consent.

This course is the first half of an elementary course on spoken and written Japanese designed for beginning student.

### **JPNS 102 Elementary Japanese II (4)**

Pre: JPNS 101 or instructor consent.

This course is the second half of an elementary course on spoken and written Japanese designed for beginning students. Continuation of JPNS 101.

### **JPNS 121 Beginning Practical Japanese I (3)**

This fun and practical course helps beginners develop their communicative skills in Japanese. With dialogues on everyday-life situations, students will learn how to use Japanese effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Japanese at home, restaurants, stores, or hotels or who would like to travel to Japan. This course may be taken as CR/NC.

### **JPNS 122 Practical Japanese for Beginners II (3)**

Pre: JPNS 121, JPNS 101 or instructor's permission

This fun and practical course is the second in the elementary beginner's class to help students develop their communicative skills in Japanese. With dialogues on everyday-life situations,

students will learn how to use Japanese effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Japanese at home, restaurants, stores, or hotels or who would like to travel to Japan. May be taken as CR/NC.

### **JPNS 186 (alpha) Topics in Spoken Japanese (1)**

A hands-on course focuses on spoken Japanese language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service; E: Arts. No previous Japanese language experience is necessary. Course may be repeated with a different alpha for a maximum of four credits. May be taken as CR/NC.

### **JPNS 201 Intermediate Japanese I (4)**

Pre: JPNS 102 or instructor consent.

Listening, speaking, reading, writing, grammar. Continuation of JPNS 102.

### **JPNS 202 Intermediate Japanese II (4)**

Pre: JPNS 201 or instructor consent.

Listening, speaking, reading, writing, grammar. Continuation of JPNS 201.

### **JPNS 221 Intermediate Japanese Through Anime and J-Pop (3)**

Pre: JPNS 102 or JPNS 122 or instructor approval.

This practical course in the intermediate series is to help students develop their communicative skills in Japanese. Using anime and J-pop (Japanese popular music), students will learn oral communication effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Japanese about everyday life, and for anime fans. This course may be taken as CR/NC.



**JPNS 222 Intermediate Japanese Through Manga (3)**

Pre: JPNS 102 or 122 or instructor approval (two years of high school Japanese).

This practical course in the intermediate series will help students develop their reading and writing communicative skills in Japanese. Using manga (Japanese comics) and online magazines, students will learn written Japanese effectively and creatively at an intermediate level with knowledge of basic grammar and kanji. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. This course may be taken as CR/NC.

**JPNS 223 Independent Japanese Language Skills (1)**

PRE: JPN 102, JPNS 122, or instructor's permission

This course will focus on the systematic practice of various topics for control of spoken Japanese. This one credit class is repeatable for up to three credits.

**JPNS 331 Japanese Reading Comprehension (1)**

Pre: JPNS 201, 221 or instructor approval.

This class develops students' reading comprehension and literary skills in reading Japanese texts such as newspapers, magazines, comics or professional books (like tourist guide-books). Topics include student-selected, faculty guided reading of Japanese texts, and communicating about the text to demonstrate comprehension. May be taken as CR/NC. Repeatable for up to three credits.

**JPNS 495 Japanese Language Internship Training (1)**

Pre: JPNS 202 or equivalent, or instructor consent.

This course will serve as preparation for an entry level internship at companies that use Japanese language. It will involve intensive language and culture training with a focus on spoken Japanese. Upon successful completion, students can do an internship in the remaining 12 weeks of class with companies that have agreed to host an internship with UH West O'ahu Japanese language students. Students may also independently set up their own internship at a company of their choice. A dress code and behavior code will be required for all student participants

**KOREAN (KOR)****KOR 100 Introduction to Korean Art and Culture (3)**

This class introduces Korean culture to students through its traditional and modern art forms and also beginning conversational skills (without necessarily obtaining mastery of the language). This course can serve as an introduction for students who wish to continue their studies of the Korean language. May be taken as CR/NC. (DA)

**KOR 101 Elementary Korean I (4)**

This is the first half of the elementary course on spoken and written Korean and is designed to teach the fundamentals of the language and the culture of modern Korea. Emphasis is placed on the development of listening, speaking, reading and writing skills.

**KOR 102 Elementary Korean II (4)**

Pre: KOR 101, two years of high school Korean, or instructor's consent.

This is the second half of the elementary course on spoken and written Korean, and is designed to teach the fundamentals of the language and the culture of modern Korea. Emphasis is placed on the development of listening, speaking, reading and writing skills.

**KOR 121 Beginning Practical Korean I (3)**

This practical course introduces beginners to the foundational communicative skills in Korean. With dialogues on everyday-life situations, students will learn how to use Korean effectively and creatively at an absolute beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to learn basic conversational phrases for use Korean at home, restaurants, or stores, or students who would like to travel to Korea. May be taken as CR/NC.

**KOR 122 Beginning Practical Korean II (3)**

Pre: KOR 101, 121 or instructor approval.

This fun and practical course helps beginners develop their communicative skills in Korean. With dialogues on everyday-life situations, students will learn how to use Korean effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Korean at home, restaurants, stores, or hotels or who would like to travel to Korea. May be taken as CR/NC.

**KOR 186 (alpha) Topics in Spoken Korean (1)**

A hands-on course that focuses on spoken Korean language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized

with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service; E: arts. No previous Korean experience is necessary. Course may be repeated with a different alpha for a maximum of four credits. May be taken as CR/NC.

### **KOR 201 Intermediate Korean I (4)**

Pre: KOR 102 or instructor approval.

Listening, speaking, reading, writing and grammar. Continuation of KOR 102.

### **KOR 202 Intermediate Korean II (4)**

Pre: KOR 201 or instructor approval.

This is a continuation of the KOR 201 Intermediate Korean I course. It covers all four language skills at the low-intermediate level in Korean: listening, speaking, reading, and writing. Vocabulary and grammar are also emphasized. May be taken as CR/NC.

### **KOR 221 Intermediate Korean Through K-Pop and K-Drama (3)**

Pre: KOR 102 or KOR 122 or instructor approval.

This practical course will help students develop their oral communicative skills in Korean through K-pop and K-dramas. With dialogues on everyday-life situations, students will learn how to use Korean effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Korean about hobbies, employment, information, experience, etc. in daily life or at work or just better enjoy K-pop songs or K-dramas. May be taken as CR/NC.

### **KOR 222 Intermediate Korean Through Webtoons and K-Drama News (3)**

Pre: KOR 102 or KOR 122 or instructor approval.

This practical course in the intermediate series will help students develop their written communicative skills in Korean through Korean webtoons and news sites on K-drama/K-pop. With dialogues on everyday-life situations, students will learn how to use Korean effectively and creatively at an intermediate level with knowledge of basic grammar. May be taken as CR/NC.

### **KOR 223 Independent Korean Language Skills (1)**

PRE: KOR 102, KOR 122, or instructor's permission.

This course will focus on the systematic practice of various topics for control of spoken Korean. This one credit class is repeatable for up to three credits.

## **LABOR STUDIES (LBST)**

### **LBST 100 Introduction to Labor Studies (3)**

This is a survey course providing the basic concepts, theories, and skills for analyzing labor in society, and the conditions of work from a labor perspective.

### **LBST 200 Hawai'i Labor Media and Film (3)**

Pre: Completion of or concurrent enrollment in LBST 100.

Hawai'i Labor Media and Film: the social, political, economic, historical, and cultural effects of labor media in Hawai'i are critically examined to understand their impact on labor perspectives locally and globally.

### **LBST 300 Labor Theory (3)**

Pre: Completion of or concurrent enrollment in LBST 200 or ENG 200 or ENG 209.

Introduction to current research in labor, labor law and labor theory.

### **LBST 400 Seminar in Labor Topics (3)**

Pre: Completion of or concurrent enrollment in LBST 300 or ENG 200 or ENG 209.

Seminar of guest speakers on topics such as wage theft, medical insurance, income inequality, and labor-related skills training including grievance handling, introduction to collective bargaining, parliamentary procedure, introduction to arbitration and mediation and internal/external organizing.

### **LBST 486 Labor Studies Project (3)**

Pre: Completion of or concurrent enrollment in LBST 400.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### **LBST 490 Labor Studies Practicum (3)**

Pre: LBST 400; and instructor approval.

LBST 490 is a field exercise course which will allow students to gain direct labor resources experience and apply labor theory and practice in labor-related organizations. Note: Students participating in Practicum must sign the UHWO Assumption of Risk and Release form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **LBST 499 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## LINGUISTICS (LING)

### LING 102 Introduction to the Study of Language (3)

Pre: ENG 100 or ENG 100T, or concurrent enrollment.

A survey of the study of language: This course presents a broad overview of historical and comparative linguistics, introducing students to phonological, morphological, syntactic, and semantic analysis. Special attention will be paid to the everyday use of language, its interconnection with social and cultural issues, and local language topics. (DS)

## MANAGEMENT (MGT)

### MGT 301 Business Ethics (3)

This course explores a wide range of ethical issues in all areas of business to which employees are exposed and focuses on moral reasoning in business, moral issues within the corporation, and ethics in international business. The course also gives students a comprehensive review of ethics and the knowledge to recognize ethical dilemmas and resolve them through active deliberation and sound decision making in the new millennium.

### MGT 310 Principles of Management (3)

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

### MGT 320 Fundamentals of Entrepreneurship & Small Business Management (3)

Pre: MGT 310 or PUBA 303.

This course will provide students with the knowledge and tools they need to launch a business so that it has the greatest chance of success. The course also addresses the unique entrepreneurial experience of conceiving, evaluating, crating, managing, and potentially selling a business.

### MGT 321 Project Management (3)

Pre: MGT 310.

This course focuses on a holistic approach to the planning, scheduling, organizing, and implementing of projects. Topics such as strategy, priorities, and leadership will be covered along with an introduction to various project management processes and tools. CR/NC grade option available.

### MGT 322 Leadership in Organizations (3)

Pre: MGT 310.

This course examines organizational leadership in the context of managing continuous change. Topics include models and theories of leadership, leading organizational culture, power and influence, theories and applications of change management, and leading innovation and organizational learning.

### MGT 325 Operations Management (3)

Pre: MGT 310.

This course depicts how operations managers analyze processes ensure quality, create value, and manage the flow of information regarding products and services. An increased emphasis is placed on supply chain management, designing and managing operations.

### MGT 330 Human Resource Management (3)

Pre: MGT 310.

This course will address authoritative and accurate information on Human Resource related responsibilities and personnel management by focusing on practical applications, concepts, and techniques that all managers can use in business.

### MGT 341 Behavior in Organizations (3)

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace human processes, group dynamics, elements of influence and power, and organizational processes.

### MGT 343 Comparative Management: US & Japan (3)

Pre: MGT 310.

Similarities and differences in managers, in process of management, and in relevant environmental constraints in Japan and the U.S.

### MGT 350 Managing Change in Organizations (3)

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course will focus on the issues of implementing change in organizations. The topics will include understanding organizational theory and design, culture and the recent leadership techniques to implement a successful change strategy. (Cross-list BUSA 350)

### MGT 370 Global External Environment (3)

Pre: ENG 100 or concurrent enrollment in ENG 100T.

This course will examine the impact of the non-business environment (country and political risk) on foreign direct investment and international trade decisions. Students will learn to assess the impact of ethnic tensions, terrorism, political instability, corruption, and other risk factors on business operations. An emphasis

will be placed on understanding the relationship between socio-economic factors and global business. (Cross-list BUSA 370)

## MARKETING (MKT)

### MKT 311 Consumer Behavior (3)

Pre: BUSA 300.

Examination of major influences on those who buy and use products. Assessing social, personal, and psychological influences including reference groups in the purchasing decision process. Application of principles to select marketing problems. (Previously BUSA 304)

### MKT 321 Marketing Research (3)

Pre: BUSA 300; and BUSA 320 with a grade of C- or better; and completion of or concurrent enrollment in ENG 200. This course is an introduction to marketing research---the process of designing, collecting, analyzing, and reporting information to address marketing problems. Topics include identifying marketing opportunities and challenges; generating, improving, and evaluating potential marketing actions; and monitoring marketing performance. (Previously BUSA 331)

### MKT 331 Advertising & Promotion Management (3)

Pre: BUSA 300.

Applies research findings to advertising, direct marketing, and public relations materials and campaigns. Develops copywriting and visual design skills for effective print ads and press releases. Integrates marketing communications activities including tracking and evaluating results. (Previously BUSA 305)

### MKT 341 Retailing Management (3)

Pre: BUSA 300.

Principles, functions, and analyses of problems in retailing: location and layout, merchandise planning, buying and selling, organization, expense analysis and control, coordination of store activities. (Previously BUSA 364)

### MKT 362 Digital Marketing (3)

Pre: BUSA 300.

This course will introduce students to digital marketing methods, tools, and strategies. In an ever changing media landscape, students will learn best practices and develop skills to connect business strategy and marketing goals and tactics. Topics include social media platforms, content creation, and measurement tools for evaluating effectiveness to reach brand goals and communicate to key audiences.

### MKT 381 International Marketing (3)

Pre: BUSA 300.

This course focuses on the opportunities, problems, and

decisions facing managers of international marketing. It considers the full range of international marketing involvement from the exporter to the multinational firm. (Previously BUSA 408)

### MKT 476 Health Care Marketing (3)

This course introduces students to methods and models for the analysis, evaluation, and implementation of marketing strategies within the health care environment. Designed to develop skills in segmenting customer and health care markets, brand products and services, enhance a communication strategy to the consumer, and develop pricing approaches. (Cross-list PUBA 476; previously BUSA 476)

### MKT 479 Principles of Public Relations (3)

Pre: BUSA 300.

This course will examine the role of public relations in society, the activities of public relations, what influences organizational behavior, and ethics of individuals in the private and public sector. (Previously BUSA 479)

## MATHEMATICS (MATH)

### MATH 100 (alpha) Survey of Mathematics (3)

This course covers selected mathematical topics in an effort to acquaint students with examples of mathematical reasoning. Upon successful completion of the course, students should be able to: model applied problems symbolically and perform manipulations on the symbols within an appropriate mathematical or logical formal system; distinguish between a rigorous proof and a conjecture; author an elementary proof; apply formal rules or algorithms to solve numeric, symbolic, graphical and/or applied problems; and assess the reasonableness of, then appropriately communicate, the solutions to problems. Math 100 is not intended as, and does not qualify as, a prerequisite for advanced mathematics courses. H: Through Hōkūle'a. (FQ)

### MATH 103 College Algebra (3)

Pre: Grade of C or better in Math 25, or MATH 82, or equivalent within the past two years; placement into MATH 103.

This course follows the elementary algebra sequence and will prepare students for pre-calculus, statistics, or other courses requiring algebraic, geometric or symbolic thinking and deduction. Students will apply algebraic and geometric techniques to solve problems, including simplifying, factoring, and/or solving radical expressions; linear, quadratic, absolute value, and literal equations; and working with inequalities, complex numbers, quadratic systems, logarithms, and introductory functions and graphs. (FQ)



**MATH 103L College Algebra Lab (2)**

Coreq: MATH 103M.

This lab provides in-depth guidance in problem solving, as well as instruction in collaborating with others and developing skills to communicate mathematical ideas.

**MATH 103M College Algebra with Tutorial (3)**

Coreq: MATH 103L.

This course follows the elementary algebra I and will prepare students for pre-calculus, statistics, or other courses requiring algebraic, geometric techniques to solve problems, including simplifying, factoring, and/or solving radical expressions; linear, quadratic, absolute value, and literal equations; and working with inequalities, complex numbers, quadratic systems, logarithms, and introductory functions and graphs. (FQ)

**MATH 111 Mathematics for Elementary School Teachers I (3)**

Pre: Grade of C- or better in MATH 103 or equivalent course work within the past two years; or placement into MATH 111; or consent of instructor.

This course is the first in the sequence of two math courses required for students in the K-6 B.Ed. degree program. Emphasis will be placed on problem solving, communication, representation, reasoning, and mathematical connections. Topics covered include operations on sets, natural numbers, integers, fractions, reals, and functions; the properties of these operations; patterns and algebra. Prospective elementary education majors only. (FQ)

**MATH 112 Mathematics for Elementary School Teachers II (3)**

Pre: Completion of MATH 111 with a grade of C- or better, or instructor consent.

This course is the second in the sequence of two math courses required for students in the K-6 B.Ed. degree program. Topics covered include operations on the natural numbers and rational numbers; properties of those operations; connections to other parts of mathematics and applications. (FQ)

**MATH 115 Statistics (3)**

Pre: Grade of C or better in MATH 25 or MATH 82, or higher within the past two years; placement into MATH 100; or consent of instructor.

This course encompasses an introduction to topics in statistics, including descriptive statistics, elementary probability theory, normal distributions and linear correlation, and methods of statistical inference. (FQ)

**MATH 115M Statistics with Tutorial (3)**

Coreq: MATH 115L.

This course encompasses an introduction to topics in statistics,

including descriptive statistics, elementary probability theory, normal distributions and linear correlation, and methods of statistical inference. (FQ)

**MATH 115L Statistics Lab (2)**

Coreq: MATH 115M.

This lab provides in-depth guidance in problem solving, as well as instruction in collaborating with others and developing skills to communicate mathematical and statistical ideas.

**MATH 135 Pre-Calculus: Elementary Functions (3)**

Pre: Grade of C or better in MATH 103 or equivalent course work within the past two years; placement into MATH 135; or consent of instructor.

This course includes a variety of selected mathematical topics designed to acquaint students with a functional approach to algebra, including polynomial, exponential, and logarithmic functions; higher degree equations; inequalities; sequences; the binomial theorem; and partial fractions. This course is recommended for students pursuing further studies in business, economics, mathematics, and/or science-related fields. (FQ)

**MATH 140 Pre-Calculus: Trigonometry and Analytic Geometry (3)**

Pre: Grade of C or better in MATH 135 or equivalent course work within the past two years; placement into MATH 140; or consent of instructor.

This course is a study of the properties and graphs of trigonometric, circular, and inverse functions; solutions of triangles; identities; solution of trigonometric equations; conic sections; polar coordinates; and parametric equations. This course is recommended for students pursuing further studies in business, economics, mathematics, and/or science-related fields. (FQ)

**MATH 140X Accelerated Pre-Calculus: Elementary Functions, Trigonometry, & Analytic Geometry (4)**

Pre: MATH 103 with a C or better, or equivalent course work within the past 2 years; placement into MATH 140X; or consent of instructor.

This course is designed to provide an accelerated path to Calculus for students who have a strong background in College Algebra. Topics include the essential pre-calculus skills needed for success in calculus: functions, with special attention to polynomial, rational, exponential, logarithmic, and trigonometric functions; plane trigonometry; polar coordinates; and conic sections. (FQ)

**MATH 241 Calculus I (4)**

Pre: Grade of C or better in MATH 140 or equivalent course work (within the past two years); or placement into MATH 241; or instructor consent.

This course includes a variety of selected mathematical topics

including limits, continuity and derivatives. Computations of derivatives---sum, product, and quotient formulas; implicit differentiation; chain-rule. Study of algebraic and trigonometric functions with the analysis of their derivatives. Linear approximation and Newton's method. Applications of derivatives to maximum-minimum problems and related rate problems. Mean-value theorem. Definite integrals and the Fundamental Theorem of Calculus. Applications of definite integrals to computations of areas, volumes, arc lengths, surface areas, etc. Simple differential equations. Simpson's rule. (FQ)

### **MATH 242 Calculus II (4)**

Pre: Grade of C or better in MATH 241, or equivalent course work (within the past two years); or placement into MATH 242; or consent of instructor.

This is the second course in the calculus sequence. The course extends differentiation and integration to inverse trigonometric, logarithmic, and exponential functions, and covers such topics as basic techniques of integration, improper integrals, Taylor's series of functions and their applications and differential equations. (FQ)

### **MATH 243 Calculus III (3)**

Pre: Grade of C or better in MATH 242, or equivalent course work (within the past two years); or placement into MATH 243; or consent of instructor.

Calculus III is the third course in the calculus sequence. The course covers vector algebra and geometry, vector-valued functions and motion in space, polar coordinates, differentiation in several variables, and optimization.

### **MATH 244 Calculus IV (3)**

Pre: Grade of C or better in MATH 243, or equivalent course work (within the past two years); placement into MATH 244; or consent of instructor.

Calculus IV is the fourth course in the calculus sequence. The course covers multiple integrals, integration in vector fields, line integrals and Green's Theorem, surface integrals, and Stokes' and Gauss' Theorems.

### **MATH 245 Multivariable Calculus (4)**

Pre: MATH 242.

This course covers 2 and 3 spaces, calculus of vector valued functions, partial derivatives of functions of several variables, extreme values and saddle points, iterated integrals, Green's theorem, Stokes theorem, and path independence.

### **MATH 301 Introduction to Discrete Mathematics (3)**

Pre: MATH 241, 242, 243, or 244; or instructor consent.

This course covers symbolic logic, sets, relations, functions, induction and other methods of proof, algorithms, trees, and other graphs.

### **MATH 304 Mathematical Modeling: Deterministic Models (4)**

Pre: MATH 242.

Deterministic mathematical modeling emphasizing models and tools used in the sciences. Mathematical topics include optimization, difference equations, and qualitative behavior solutions of differential equations. A computer lab is included.

### **MATH 307 Linear Algebra & Differential Equations (3)**

Pre: Math 243 (or concurrent), or consent from the instructor.

Introduction to linear algebra, application of eigenvalue techniques to the solution of differential equations, introduction to dynamical systems and its applications, including stability of solutions, bifurcation analysis, and chaos. Students may receive credit for only one of 307 or 311.

### **MATH 311 Introduction to Linear Algebra (3)**

Pre: ENG 200 and MATH 242 or concurrent; or instructor consent.

Algebra of matrices, linear equations, real vector spaces and transformations. Emphasis on concepts, abstraction, and instruction of careful writing. Students may receive credit for only one of MATH 307 or MATH 311.

### **MATH 321 Introduction to Advanced Mathematics (3)**

Pre: ENG 200; and MATH 242 or MATH 245 or concurrent; or equivalent coursework within the past two years; or instructor consent.

Formal introduction to the concepts of logic, finite and infinite sets, functions, methods of proof and axiomatic systems. Mathematical expression in written form is an integral part of the course.

### **MATH 327 Origins of Mathematics (3)**

Pre: Completion of or concurrent enrollment in MATH 241.

A historical development of mathematical techniques and ideas, including the inter-relationships of mathematics and sciences. Highlights include: Euclidean geometry and number theory including classical constructions, history of calculus, foundations for analysis, polynomial equations, and set theory and logic.

### **MATH 331 Introduction to Real Analysis (3)**

Pre: MATH 242; and MATH 321 (or concurrent); or consent of instructor.

This course encompasses the logic of mathematical proofs, completeness, topology of the plane, continuity and limits of functions, differentiation, and integration.

### **MATH 351 Foundation of Euclidean Geometry (3)**

Pre: MATH 243; and MATH 321 (or concurrent); or consent of instructor.

This course covers axiomatic Euclidean geometry and an introduction to the axiomatic method, with an emphasis on writing instruction.

**MATH 361 Applied Probability Theory (3)**

Pre: MATH 242; or consent of instructor.

This course covers sets, discrete sample spaces, problems in combinatorial probability, random variables, mathematical expectations, classical distributions, and real-world applications. (Previously MATH 371)

**MATH 405 Ordinary Differential Equations and Stability Theory (3)**

Pre: MATH 307 or (MATH 302 and MATH 311); and NSCI 200; or instructor approval.

General theory of initial value problems, linear systems and phase portraits, linearization of nonlinear systems, stability and bifurcation theory, and an introduction to chaotic dynamics.

**MATH 407 Numerical Analysis (3)**

Pre: MATH 307 or MATH 311 with a C or better; or MATH 242 and ICS 111 or other programming experience; or consent of instructor.

Numerical solutions of equations, interpolation, numerical differentiation and integration, and numerical solution of differential equations.

**MATH 409 Methods in Applied Mathematics (3)**

Pre: Math 307 or instructor consent.

This course is designed to introduce students to key applied mathematics tools. Topics covered include but not limited to: an overview of mathematical modeling, dimensional analysis and scaling methods, an overview of ordinary differential equations, an introduction to partial differential equations, and theory of transforms, eg. Laplace and Fourier transforms.

**MATH 411 Linear Algebra (3)**

Pre: Grade of "B" or better in MATH 311; or consent of instructor.

This course covers vector spaces over arbitrary fields, minimal polynomials, invariant subspaces, canonical forms of matrices, unitary and Hermitian matrices, and quadratic forms.

**MATH 412 Introduction to Abstract Algebra (3)**

Pre: MATH 307 or MATH 311; or consent of instructor.

This course is an introduction to basic algebraic structures. Topics include: groups, finite groups, abelian groups, rings, integral domains, fields, factorization, polynomial rings, field extensions, and quotient fields with an emphasis on writing instruction. These topics are covered in the year sequence MATH 412-413.

**MATH 413 Introduction to Abstract Algebra (3)**

Pre: MATH 412; or consent of instructor.

This is the second course of a year sequence and should be taken in the same academic year as MATH 412. Emphasis on writing instruction.

**MATH 417 Linear Algebra: Theory and Application (3)**

Pre: MATH 307 and MATH 321; or instructor approval.

The course assumes basic acquaintance with solving linear systems of equations, matrix algebra, inverses, determinants, eigenvalues, and vectors. The emphasis in this course is both on theoretical considerations with rigorous proofs of results and on applications using mathematical software.

**MATH 444 Introduction to Complex Analysis (3)**

Pre: MATH 242.

This is an introductory course to the beautiful theory of complex numbers. The course starts with an introduction to the complex number system, then dives into the properties of analytic functions, the Cauchy integral theorem, series representations, residue theory. Time permitting an exploration of linear transformation, and conformal mapping will be included.

**MATH 461 Applied Statistics (3)**

Pre: MATH 361; or consent of instructor.

Expands on the material from MATH 361 and overviews sampling distributions, properties of point estimators, methods of estimation, hypothesis testing, tests of significance, concept of power, method of least squares, and more. (Previously MATH 373)

**MATH 480 Senior Seminar (1)**

Pre: One 400-level mathematics course; or consent of instructor.

This course is a seminar for senior mathematics majors, including an introduction to methods of research. A significant portion of class time is dedicated to the instruction and critique of oral presentations. All students must give the equivalent of three presentations. Mandatory CR/NC.

**MATH 491 Senior Project (3)**

Pre: Consent of instructor and one class of upper division writing intensive (WI) course work.

Working with a Mathematics faculty advisor, students will complete an in-depth research paper on a topic of interest to the student. Student will share the results of this project via a substantial thesis-oriented paper and brief oral presentation.

**MATH -98 Selected Topics (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

**MATH -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## METEOROLOGY (MET)

### MET 101 Introduction to Meteorology (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and completion of or concurrent enrollment in any 100-level or higher physical or biological science.

This course is designed for students in any major. The objectives of the course are to aid students in developing meaningful and functional understanding of key concepts and interrelations that occur within and between the Earth's Atmosphere, Geosphere, Hydrosphere, and Cryosphere. Topics of study will include, but are not limited to severe weather, El Nino/La Nina, Remote Sensing, and the physical conditions that drive local, regional, and global weather and climate. This course will also provide students with activities that facilitate insight into the nature of science as an intellectual activity and to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

### MET 101L Introduction to Meteorology Lab (1)

Coreq: MET 101.

This laboratory course will provide students with inquiry and hands-on activities designed to build on experiences in the lecture, and to facilitate insight into the nature of science as an intellectual activity, and increase their confidence in the ability to understand science. The activities in the course will reinforce major concepts from the study of Meteorology, including but not limited to, exercises with meteorological data and measurement systems. Characteristics of Hawaiian winds, temperatures, and rainfall, and other practical experiences within the study of Meteorology including modeling climate. (DY)

### MET 209 Introduction to Climate Studies (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and completion of or concurrent enrollment in any 100 level or higher physical or biological science.

This course is designed for students in any major. The objectives of the course are to aid students in developing meaningful and functional understanding of key concepts and interrelations that occur within the Earth's Climate. Topics of study will include, but are not limited to Climate Variability and Change, Global Water Cycle, Energy and Mass Transfers, Solar Energy and Climate, and Geoen-gineering. This course will also provide students with activities that facilitate insight into the nature of science as an intellectual activity and to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

### MET 209L Introduction to Climate Studies Lab (1)

Coreq: MET 209.

Laboratory to accompany Introduction to Climate Studies, MET 209. This laboratory course will provide students with inquiry and

hands-on activities designed to not only build on experiences in their online lecture course, but to facilitate insight into the nature of science as an intellectual activity as well as to help students develop more positive attitudes about science and increase their confidence in their ability to do science. The activities in this course will reinforce major concepts from the study of the Climate, including but not limited to, exercises with climatological data and measurement systems. Characteristics of Hawaiian winds, temperatures, and rainfall and other practical experiences within the study of Meteorology including modeling climate. (DY)

## MICROBIOLOGY (MICR)

### MICR 130 General Microbiology (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This introductory course covers the fundamentals of microbiology, and how microorganisms affect people, property, and the environment. Topics covered will include biochemistry, genetics, molecular biology, and physiology of microbes; host-parasite relationships, public health, bacterial, mycotic and viral diseases; epidemiology; ecology of soils and water; environmental pollution; food microbiology; and industrial applications of microbiology. (DB)

### MICR 140L General Microbiology Lab (2)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This laboratory course complements General Microbiology (MICR 130). Experiments involving aseptic techniques and manipulations of microorganisms under laboratory conditions will be performed to illustrate the basic principles of microbiology. (DY)

## MILITARY SCIENCE AND LEADERSHIP (MSL)

*Note: ROTC courses are held at the University of Hawai'i at Mānoa campus.*

*A weekly two-hour leadership laboratory is required for courses 200 and above. This laboratory is optional only for the 200-level labs associated with MSL 101 and 102; unless otherwise specified. The minimum grade for prerequisites is a grade of C, except as noted.*

### MSL 100 Intro to Physical Fitness (1)

Hands-on participatory course following the Army's physical fitness program. Classes conducted three days per week with Army ROTC cadets. Focus is on aerobic conditioning, muscular strength and endurance. Repeatable three times. A-F only.



**MSL 101 Intro to Military Science I (2)**

Introduces cadets to personal challenges and competencies critical for effective leadership; personal development of life skills such as goal setting, time management, physical fitness, and stress management related to leadership, officership, and the Army profession. Focus on developing basic knowledge and comprehension of Army Leadership Dimensions while understanding the ROTC program, its purpose in the Army, and its advantages for the student.

**MSL 101L Intro to Military Sci I Lab (1)**

Corequisite: 101.

Practical application in adventure training, Army field craft, rifle marksmanship, land navigation, drill and ceremonies, physical training.

**MSL 102 Intro to Military Science II (2)**

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Explores leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Cadre role models and building relationships among cadets through common experience and practical interaction are critical.

**MSL 102L Intro to Military Sci II Lab (1)**

Corequisite: 102.

Practical application in adventure training, Army field craft, rifle marksmanship, land navigation, drill and ceremonies, physical training.

**MSL 201 Intermediate Military Sci I (3)**

Explores creative and innovative tactical leadership strategies and styles through historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building by planning, executing, and assessing team exercises. Focus is on continued development of leadership values and attributes through understanding of rank, uniform, customs and courtesies.

**MSL 202 Intermediate Military Sci II (3)**

Challenges of leading complex, contemporary operational environments. Dimensions of cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Cadets develop greater self-awareness as they practice communication and team building skills, and tactics in real world scenarios. Provides a smooth transition to MSL 301.

**MSL 203 ROTC Basic Camp (6)**

Pre: Consent.

Four-week summer course conducted at Ft. Knox, Kentucky.

Substitutes for ROTC basic course (101, 102, 201, and 202) and fulfills course requirement for admission to ROTC advanced courses. Credit will be given for 203 or basic courses, but not both.

**MSL 301 Leading Small Organizations I (4)**

Pre: MSL 101, 102, 201, 202; or 203; or consent.

(2 Lec, 2-hr Lab) Challenges cadets to study, practice, and evaluate adaptive leadership skills with demands of the ROTC Advanced Camp. Challenging scenarios related to small unit tactical operations will develop self-awareness and critical thinking skills. Cadets will receive systematic, specific feedback on their leadership abilities, and analyze/evaluate their leadership values, attributes, skills and actions. A-F only.

**MSL 302 Leading Small Organizations II (4)**

Pre: MSL 301 or consent.

(2 Lec, 2-hr Lab) Intense situational leadership challenges to build awareness and skills in leading small units. Decision-making, persuading, and motivating team members under fire are explored, evaluated, and developed. Military operations are reviewed to prepare for the ROTC Advance Camp. Cadets apply principles of Law of Land Warfare, Army training, and motivation to troop leading procedures; and are evaluated on what they know and do as leaders. A-F only.

**MSL 303 ROTC Advanced Camp (6)**

Pre: MSL 302 and consent.

Five-week summer field training exercise conducted at Fort Knox, Kentucky. Arduous and intensified leadership training is conducted throughout the five-week period. Required for U.S. Army commissioning.

**MSL 391 AHistory of Military Warfare (3)**

Pre: Consent of instructor.

Lecture/discussion on the art and science of concentrating on U.S. military history from the Colonial Period to present. Generally restricted to Army ROTC students, requiring twenty pages of graded writing assignments. A-F only.

**MSL 399 Directed Reading and Research (v)**

Pre: Consent of instructor.

Limited to military science students who have had at least one previous military science course for which a grade of B or higher was earned and a cumulative GPA of 2.0 or better.

**MSL 400 Fundamentals of Leadership (3)**

Introduces students to the fundamentals of leadership. Activities challenge students to connect theory to practice, develop positive relationships through application of effective leadership concepts for leader development, and team-building. A-F only.

**MSL 401 Leadership Challenges and Goal Setting (4)**

Pre: MSL 302 or consent.

(3 Lec, 2-hr Lab) Develops proficiency in planning, execution, and assessment of complex operations; students will learn to assess risk, make ethical decisions, function as a staff member, and provide leadership performance feedback to subordinates; emphasis on oral communication. A-F only.

**MSL 402 Transition to Lieutenant (4)**

Pre: MSL 401 or consent.

(3 Lec, 2-hr Lab) Explores dynamics of leading in complex situations of current military operations. Examines differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Interaction with nongovernment organizations, civilians on the battlefield, and host nation support are examined and evaluated. Case studies, scenarios, and What Now, Lieutenant? exercises prepare cadets to lead as commissioned officers in the U.S. Army. A-F only.

**MSL 499 Advanced Military Research (v)**

Pre: Departmental approval.

Directs the student to conduct detailed research on a military topic and present to the department leadership plus assist MSL 400 series students on a battle analysis. Repeatable up to eight credits. Must be in Military Science and Leadership Program or Military Service member in junior or greater standing.

**MUSIC (MUS)****MUS 106 Intro to Music Literature: 1,000 Years of Music (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This introductory music survey course explores elements, forms and styles of music literature from the Middle Ages to the present. Emphasis is placed on intentional listening and the discovery of music's cultural and historical contexts. (DH)

**MUS 107 Music in World Cultures (3)**

An exploration of folk, popular, and art music from major regions of the world, with particular emphasis on Asia and the Pacific. Examines music as an expressive culture with regional differences in sound organization and style, highlighting the relationship between music and the society that produces it. (FGC)

**MUS 108 Fundamentals of Western Music (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

In this introductory course which requires no music back-

ground, basic concepts of music as an expressive art form in Western culture are explored, including the acculturation of Western music in Hawai'i. Students assume roles of active listener, performer, and composer. Basic music literacy is developed through regular reading, writing, listening and music-making assignments. (DA)

**MUS 114 University Chorus (2)**

Rehearsal and performance of choral literature from the Renaissance to the present. Vocal technique, musicianship, listening and ensemble skills are emphasized. Open to all students, faculty and the community (audition necessary for section placement). Repeatable unlimited number of times, but credit limited to twelve (12) credits. (DA)

**MUS 121 (alpha) Class Instruction I (2)**

Basic principles of performance; relevant problems in literature. B: Beginning Voice; C: Beginning Piano; D: Beginning Guitar; F: Beginning Slack Key Guitar; Z: Beginning Ukulele. Repeatable for credit up to four (4) credits per alpha. (Cross-list HPST 121F, HPST 121Z) (DA)

**MUS 125 First-Level Secondary Piano (2)**

Recommended corequisite: MUS 121C, MUS 208 or MUS 280. Piano as secondary performance area; learn how to harmonize, accompany, improvise, transpose, and sightread at the keyboard. (DA)

**MUS 126 First-Level Secondary Piano (1)**

Pre: MUS 125.

Piano as secondary performance area; application of theoretical concepts to problems in keyboard harmonization, accompaniment, improvisation, transposition, and sightreading. Continuation of MUS 125.

**MUS 208 Introduction to Songwriting (3)**

Pre: Must sing or play an instrument.

Project-based introductory course in songwriting, focusing on lyric and music creation, and basic music theory concepts including rhythm, meter, pitch, melody and harmony. Students gain an awareness of the music industry through video interviews featuring local and/or national music artists, and an exploration of basic digital audio workstation techniques. (DA)

**MUS 211 Introduction to Hawaiian Ensemble (2)**

Pre: Able to play a guitar, ukulele or bass, and/or sing.

Performance of Hawaiian music for groups of various sizes at an introductory level. Exploration of basic principles of ensemble performance and relevant problems in the literature. Students learn to play while singing. Ability to read music not required. Repeatable up to 4 credits. (Cross-list HPST 211) (DA)

**MUS 240 Introduction to Music Technology (3)**

Recommended: MUS 108, 114, 121(alpha) or consent. Basic computer skills required.

Description: A project-oriented introduction to tools and technology currently used to create and disseminate music and multi-media. Hands-on use of software (multi-track MIDI and digital audio sequencers, music notation, web authoring and movie creation programs) and hardware (microphone, digital audio interface, MIDI keyboard, computer). Emphasis on practical skills which include recording, editing, and mixing.

**MUS 280 Basic Theory and Aural Skills (3)**

Pre: MUS 108 or consent.

In this introductory course to the music theory sequence, students develop skills in music reading and music perception through notation, sight singing and dictation exercises. (DA)

**MUS 289 Introduction to Music Writing for Media (3)**

Recommended: MUS 208 and/or MUS 240. Experience with Garageband or other DAW highly recommended.

Instrumental and vocal music writing projects for audio and visual media at an introductory level based on historical and contemporary models. Development of skills in counterpoint and harmony in acoustic and electronic music contexts, including integration of Digital Audio Workstation tools in music writing process.

**MUS 308 Songwriting II (3)**

Pre: MUS 208, or instructor consent.

This is a project-based course in songwriting, focusing on music theory concepts in music creation contexts. Through the songwriting, recording and lead-sheet notation process, students gain an increased appreciation for theory and its application in the creative process. (DA)

**MUS 311 Hawaiian Ensemble (2)**

Pre: Must be able to sing or play an instrument; instructor approval required.

Performance of Hawaiian music for groups of various sizes. Exploration of principles of ensemble performance, relevant problems in the literature, and analysis of mele composition. Ability to read music is not required. Repeatable up to 4 credits. (Cross-list HPST 311) (DA)

**MUS 314 Music, Sound and Media (3)**

Pre: ENG 100 or instructor consent.

This course focuses on the history and practice of the integration of music and sound with speech and image in creative media. Students learn historical precedents, expand their music vocabulary, and develop an ability to select an appropriate music track for various creative media projects. (Cross-list CM 314)

**MUS 343 Audio Production: Intro to Mixing (3)**

Pre: MUS 208 or MUS 240 (with a minimum "D"), or instructor consent. Students with DAW experience are highly encouraged to seek instructor consent.

In this hands-on, project-based course, students learn how to achieve a professional-sounding final mix for music and media, using a reference track and Pro Tools, an industry-standard DAW (Digital Audio Workstation). After reviewing relevant DAW tools, students work to develop listening skills, as well as skills in identifying and fixing problems of balance, frequency range, spatial placement, dynamics, and artful impact in a variety of mix settings including vocals (sung and spoken word), acoustic and MIDI instruments, and film with ADR (Automated Dialogue Replacement).

**MUS 345 Music Industry Survey (3)**

Pre: ENG 100.

A survey of today's music industry and potential career opportunities, with special emphasis on practical strategies for studio musicians and music content creators. Includes historical developments leading to today's quickly-changing industry and addresses current issues affecting the local and global music industries.

**MUS 366 Stormy Weather: Jazz History (3)**

Pre: Junior/Senior standing or instructor approval.

An examination of major styles and artists in Jazz music, from the 19th century through the present, with emphasis on the music's relation to social and historical contexts and aesthetic developments.

**MUS 367 History of American Pop Music (3)**

Pre: ENG 100.

An examination of American popular music from the 19th through 21st centuries with emphasis on the music's relation to cultural and historical contexts, and technological and aesthetic developments. Listening and discussions focus on a variety of music including jazz, blues, rock and roll, reggae and hip hop. (DH)

**MUS 368 Cool Runnings: A Reggae History (3)**

Pre: Junior/senior standing or instructor approval.

An examination of one of the least understood and most influential music of the past half-century, exploring musico-historical perspectives as well as social issues including cultural identity, politics, localization, globalization, integration, pluralism, and spirituality. (DH)

**MUS 369 K-Pop and J-Pop: Korean & Japanese Popular Music & Society (3)**

Pre: ENG 100.

This course examines modern Japan and Korea through a

historical investigation of popular music such as chart-topping idols, boy and girl groups, as well as "traditional" Korean trot and Japanese enka. We will also look at the "Pop Pacific," where Japanese and Korean popular music, with heavy American influence, was created by cultural exchange through Japantowns and Koreatowns in the U.S, American bases in East Asia, TV, and the Internet. No musical knowledge is required for this course. (Cross-list HIST 369) (DH)

### **MUS 389 Intermediate Music Writing for Media (3)**

Pre: MUS 289.

Instrumental and vocal music writing projects for media at an intermediate level based on historical and contemporary models. Continuing development of skills in counterpoint and harmony in acoustic and electronic music contexts, including integration of Digital Audio Workstation tools in music writing process. Repeatable for up to 6 credits.

### **MUS 395 Dialectics and Aesthetics of Sound (3)**

Pre: ENG 100; ENG 200 recommended.

An examination of the role of sound (music, noise, chant, voice/speech, "silence," etc.) in ordering, re-ordering, and transforming our perception and society from multidisciplinary perspectives. (Cross-list POLS 395)

### **MUS 410 (alpha) Ensembles (2)**

Pre: Audition and consent.

Performance of literature for ensembles and performing groups of various sizes and kinds. H: University Strings; S: Studio Lab. Repeatable unlimited number of times but limited to twelve (12) credits. (DA)

### **MUS 419 University Band (2)**

Pre: Audition and instructor consent.

Performance of symphonic wind ensemble and band literature, including works by contemporary composers. Repeatable unlimited times. (DA)

### **MUS 489 Advanced Music Writing for Media (3)**

Pre: 6 credits of MUS 389 with a C or higher grade.

Instrumental and vocal music writing projects for media at an advanced level based on historical and contemporary models. Continuing development of skills in counterpoint and harmony in acoustic and electronic music contexts, including integration of Digital Audio Workstation tools in music writing process. Repeatable for up to 6 credits.

## **NATURAL SCIENCE (NSCI)**

### **NSCI 100L Transdisciplinary Introduction to Laboratory Methods (1)**

This course is designed as an introduction to various laboratory methods used in Natural and Physical Sciences. Topics will include an overview of the scientific method, proper handling of equipment and models, research design, data management, and numerical content skills in measurement, conversion, and calculation. Students will also learn the process of designing research questions and a literature review. (DY)

### **NSCI 200 Transdisciplinary Introduction to Research Methods (2)**

Pre: NSCI 100L or BIOL 171L or CHEM 161L with a grade of C- or better; and MATH 100 (or higher level MATH) with a grade of C- or better.

This course is designed to provide students with reinforced overview of basic concepts in research methodology, including: the scientific method, quantitative and qualitative research methods, statistical applications, and practical data driven simulations. This course includes computer applications for research.

### **NSCI 300 Interdisciplinary Indigenous Science and Health (3)**

Pre: NSCI 200 with a grade of C or better; or instructor approval.

This course provides an interdisciplinary learning approach to the discipline of indigenous science and health. Each semester, one main topic will be selected and studied for its relevance, present status, historical precedent and future direction relative to health science, social science, natural science and life sciences will be explored. Students will use critical thinking and problem solving to answer multidisciplinary questions related to key concepts, knowledge, and impact on indigenous peoples and islands.

### **NSCI 308 Generative Art and Science (3)**

Pre: CM 108 or ART 112; and MATH 100 or above; or instructor approval.

Students will use computer code as a medium to create visual art, interactive software experiences, and simulations of natural phenomena. Randomness will be explored to develop generative systems that are a collaboration between the artist and the audience. An opportunity to practice, present, and get feedback on your artwork in a community of creatives. Introductory programming experience is recommended. (Cross-list CM 308)

### **NSCI 400 Interdisciplinary Seminar (3)**

Pre: NSCI 200 and senior standing.

This course provides an interdisciplinary learning approach to the natural sciences through focused investigation of the inter-



relationship between quantitative reasoning, life science, and health sciences, and the impact these relationships have locally, nationally, and globally. Intellectual discourse and academic growth will be promoted via in depth interdisciplinary discussion on specialized topics. Students will use critical thinking and problem solving to answer multidisciplinary questions related to key concepts, knowledge, and principles relevant to the disciplines within the Natural Science degree

### **NSCI 486H Senior Project-Health Sciences (3)**

Pre: Consent of instructor; one class of upper division writing intensive (WI) course work; completion of or concurrent enrollment in NSCI 400; and completion of concentration requirements (or concurrent enrollment).

With assistance from a faculty advisor, students complete a capstone project based on primary and secondary research related to a health science discipline or profession. Students share the results of this learning process with peers and assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### **NSCI 486L Senior Project-Life Science(3)**

Pre: Consent of instructor; one class of upper division writing intensive (WI) course work; completion of or concurrent enrollment in NSCI 400; and completion of concentration requirements (or concurrent enrollment).

Individual research project selected with and supervised by a member of the natural sciences faculty.

### **NSCI 486M Senior Project-Applied Mathematics (3)**

Pre: Consent of instructor; one class of upper division writing intensive (WI) course work; completion of or concurrent enrollment in NSCI 400; and completion of concentration requirements (or concurrent enrollment).

With assistance from a Mathematics faculty member, students complete a capstone project based on primary and secondary research related to a mathematics discipline. Students share the results of this learning process with peers and assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### **NSCI 490H Senior Practicum-Health Sciences (3)**

Pre: Consent of instructor; one class of upper division writing intensive (WI) course work; and completion of or concurrent enrollment in NSCI 400.

This course provides students with the opportunity to perform duties relevant to a health science discipline or profession under the supervision of a preceptor in an in-patient, out-patient, residential care, government, public health, or other setting.

### **NSCI 490L Senior Practicum-Life Science (3)**

Pre: Consent of instructor; one class of upper division writing

intensive (WI) course work; and completion of concentration requirements (or concurrent enrollment).

Work experience and training in the natural sciences under the supervision of appropriate personnel in a governmental agency, nonprofit organization, or business.

### **NSCI 490M Senior Practicum - Applied Mathematics (3)**

Pre: Consent of instructor; one class of upper division writing intensive (WI) coursework.

This course provides students with the opportunity to complete a practicum or internship with an appropriate agency or institution with assistance from a Mathematics, Natural and Health Sciences Faculty Advisor. Students will share the results of their experiences in a comprehensive journal, including accomplishments, tasks/projects, problems encountered, and solutions. Students will link their experiences to classroom knowledge learned and explain how the internship experiences are relevant to the Applied Mathematics concentration.

## **OCEANOGRAPHY (OCN)**

### **OCN 201 Science of the Sea (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is an overview of the science of oceanography. Topics covered include the physical and chemical properties of seawater, waves, tides, currents, the geology of the ocean floor, life in the ocean, human use of ocean resources, and environmental concerns. (DP)

## **PACIFIC ISLANDS STUDIES (PACS)**

### **PACS 108 Pacific Worlds: Introduction to Pacific Islands Studies (3)**

This course introduces students to issues involving the Pacific colonization, diaspora, governance, regionalism, globalism, tourism, development, and contemporary events of the Pacific Islands region also known as Oceania. (DS)

## **PHARMACOLOGY (PHRM)**

### **PHRM 203 General Pharmacology (3)**

Pre: Completion of or concurrent enrollment in PHYL 142.

This course is designed to build an understanding of the fundamental principles of drug therapy, including the application of specific drugs in the treatment of disease; normal and abnormal responses to drug therapy; and the appropriate nursing actions to achieve the desired outcome of drug therapy. This course is a required course for all nursing students and students in other related fields of study.

**PHILOSOPHY (PHIL)****PHIL 100 Introduction to Philosophy: Survey of Problems (3)**

Discussion of great philosophical problems such as our knowledge of reality, the freedom of the will, the relation of the mind and body, the sources of self-identity, the meaning of life and the existence of God. (DH)

**PHIL 102 Introduction to Philosophy: Asian Traditions (3)**

Discussion of great philosophical traditions of Asian civilizations such as, but not limited to, India, China, and Japan. (DH)

**PHIL 103 Introduction to Philosophy: Environmental Philosophy (3)**

This course will introduce students to philosophical thinking through the critical examination of a wide range of environmental issues. Including analyzing various relationships of human beings to nature, an overview of classic positions in environmental ethics, and exposure to relevant concepts and ideas within the general field of philosophy and environmental philosophy, specifically. (DH)

**PHIL 111 Introduction to Inductive Logic (3)**

Introduction to the theory of arguments based on probabilities and to the theory of decision-making in the context of uncertainty. (FQ)

**PHIL 208 Reasoning and Media Literacy (3)**

An examination into the logic of argument and persuasion such as informal fallacies, syllogisms, basic logical operators, and both deductive reasoning and inductive reasoning as well as a critical application of logic to the broad media environment such as advertising, political campaigns, journalism, film and social media.

**PHIL 210 Social and Political Philosophy (3)**

Introduction to classical, modern and contemporary social and political theories, as well as issues in a global context. (Cross-list POLS 210) (DH)

**PHIL 211 Ancient Greek and Roman Philosophy (3)**

A study of ancient Greek and Roman philosophies such as, but not limited to, Presocratics, Plato, Aristotle, and Hellenistic philosophy. (DH)

**PHIL 213 Modern Western Philosophy (3)**

A study of 17th-18th century Western philosophies such as, but not limited to, Descartes, Locke, Leibniz, Berkeley, Hume, and Kant. (DH)

**PHIL 220 Introduction to Feminism (3)**

Study of feminism as a philosophical movement of the 20th century, its historical background, and contemporary feminist issues and theories. (DH)

**PHIL 302 Political Philosophy (3)**

A study of classical and contemporary political philosophies such as, but not limited to, Hobbes, Locke, Rousseau, Kant, Marx and Mill. Eastern alternatives and feminist critiques will also be included.

**PHIL 308 Philosophy of Science (3)**

Study of the history of philosophy of science, including its inquiries, methods and moral concerns. Non-Western and feminist perspectives, including the relevance of gender in scientific inquiries, will also be discussed.

**PHIL 309 Philosophers on Race (3)**

A study of the concept of race primarily during the Enlightenment period of the late 17th to early 19th century proposed by philosophers such as, but not limited to, Locke, Hume, Kant and Hegel; philosophers in later periods may also be included at the discretion of the instructor.

**PHIL 310 Understanding Contemporary Philosophy (3)**

Study of the 20th century thinkers and ideas which have most influenced contemporary life. Studies the relations of thought and action, attempts to resolve the age-old human dilemmas by new techniques of analysis and description, evolutionary thinking, the crisis of the individual in the technological world, and other contemporary issues. Recommended for students in all divisions.

**PHIL 311 Philosophy of Law (3)**

Why do we have laws? Study of the origin and justifications of legal systems, who makes the laws, what makes laws just, and the relation of law to ethical and other non-legal values.

**PHIL 312 Ethical Studies (3)**

Study of major ethical theories such as Virtue Ethics, Deontology, Utilitarianism, Existential Ethics, and Care Ethics as well as contemporary ethics issues such as abortion, death penalty, same-sex marriage, and bio-ethics. (DH)

**PHIL 325 Philosophy of Economics (3)**

Study of the philosophical basis of modern economic systems, the role of economics in social life and the competing visions of society. (Cross-list ECON 325)

**PHIL 331 On Friendship (3)**

This course will cover various philosophers' writings on the nature, scope, and importance of friendship in an attempt to

revive the seemingly lost art of making, maintaining, and having friends in this digital age. (DH)

### **PHIL 344 Philosophy and Literature (3)**

This cross-listed course engages students in an interdisciplinary exploration of the intersection between philosophy and literature. (Cross-list ENG 344)

### **PHIL 401 Existentialism and the Human Condition (3)**

Study of the nineteenth and twentieth century thematic explorations of human consequences, freedom, choice, death, and the precarious and often baffling nature of human existence, as expressed in philosophy, literature, and film. (DH)

### **PHIL 418 Feminist Philosophy (3)**

A study of contemporary developments of feminist philosophy in various areas such as, but not limited to, history of philosophy, ethics, epistemology, phenomenology, science, and religion.

### **PHIL 435 The Religious Dimension of Human Life (3)**

Examination of problems concerning the existence and nature of God, the human need for religion, types of religious experience, immortality, and the attempts of modern social and physical sciences to understand and interpret religion. (DH)

### **PHIL 439 Philosophy and Film (3)**

This course addresses the unique properties of the film medium and how they have been exploited, through the viewing and analysis of a number of films, both American and foreign. We will study the particular aesthetics of film from the points of view of technique, style, and content; film analysis and criticism; the social and commercial context of film-making and viewing. (DH)

### **PHIL 471 Liberating Enlightenment: Buddhism (3)**

The study of foundational Buddhist thinkers and the greater Buddhist textual traditions including the records of women Buddhist practitioners. Buddhist thinkers after the classic period may also be included at the instructor's discretion. (Prev PHIL 470A)

### **PHIL 474 Harmonizing the World: Confucianism (3)**

The study of foundational Confucian thinkers and the greater Confucian textual traditions including the writings of women Confucians. Confucian thinkers after the classical period may also be included at the instructor's discretion. (Prev PHIL 470B)

### **PHIL 477 Balancing Spontaneity: Daoism (3)**

The study of foundational Daoist thinkers and the greater Daoist textual traditions including the records of women Daoist practitioners. Daoist thinkers after the classic period may also

be included at the instructor's discretion. (Prev PHIL 470C)

### **PHIL 481 Ethics and Administration (3)**

Consideration of the ethical problems that face administrators in the public and private sectors from a theoretical point of view and in application to particular cases. Such issues as corporate responsibility to communities; shareholders and competitors; bribery; honesty; racialism; ecology; and false or misleading advertising will be discussed.

### **PHIL 482 Environmental Ethics (3)**

This course will examine the history of philosophical and ethical systems and their implications for human interactions with the Earth's environment. This course will be centered around readings and discussions of selections from historically important works in the field (such as *A Sand County Almanac* by Aldo Leopold) in the context of current controversies involving environmental ethics.

### **PHIL 490 Senior Practicum (3)**

Pre: Consent of instructor; one class of upper division writing-intensive (WI) course work.  
Internship with an appropriate community agency relating to the application of philosophy. Students must sign the UH West O'ahu Assumption of Risk and Release form prior to beginning practicum.

### **PHIL 491 Senior Project (3)**

Pre: Consent of instructor; one class of upper division writing-intensive (WI) course work. An in-depth research project focusing on a particular problem or issue in philosophy.

### **PHIL -98 Selected Topics in Philosophy (v 1-6)**

Topics selected will be based on program relevancy and student interest. May be repeated for credit.

### **PHIL -99 Directed Reading and Research (v)**

Pre: Instructor approval.  
Individual projects in various fields. To be arranged with the instructor.

## **PHYSIOLOGY (PHYL)**

### **PHYL 141 Human Anatomy and Physiology I (3)**

Pre: Completion of or concurrent enrollment in ENG 100.  
Recommended: PHYL 141L.  
The first semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. This course covers gross anatomy, histology, and physiology of the cells and tissues, and the integumentary, skeletal, muscular and nervous systems. Students

will be expected to learn the details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis. (DB)

### **PHYL 141L Human Anatomy and Physiology Lab I (1)**

Coreq: PHYL 141.

Laboratory to accompany Human Anatomy and Physiology I. Reinforces major concepts of human anatomy and physiology through dissections, examination of models, laboratory experiments, and other hands-on activities. (DY)

### **PHYL 142 Human Anatomy and Physiology II (3)**

Pre: PHYL 141 and 141L, both with a grade of C or better.

The second semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. This course covers gross anatomy, histology, physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive systems, as well as basic concepts of inheritance and development.

Students will be expected to learn details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis. (DB)

### **PHYL 142L Human Anatomy and Physiology Lab II (1)**

Pre: PHYL 141 and 141L.

Coreq: PHYL 142.

Laboratory to accompany Human Anatomy and Physiology II. Reinforces major concepts of human anatomy and physiology through dissections, examination of models, laboratory experiments, and other hands-on activities. (DY)

### **PHYL 301 Advanced Human Anatomy & Physiology I (3)**

Pre: PHYL 142/142L, or BIOL 172/172L with a grade of C or better; and CHEM 162/162L with a grade of C or better.

Coreq: PHYL 301L.

This course is the first in a two-semester advanced series. Emphasis is placed on the physiological underpinnings of disease. Course topics expand upon the fundamental concepts of human anatomy and physiology and investigate structures, functions, cellular processes (bioenergetics, membrane dynamics, communication, integration) regulatory mechanisms and common pathologies involved in the select organ systems, tying cellular-level and gross-level anatomy and physiology to pathology. (DB)

### **PHYL 301L Advanced Human Anatomy & Physiology I Lab (1)**

Pre: PHYL 142L, or BIOL 172L with a grade of C or better; and CHEM 162L with a grade of C or better.

Coreq: PHYL 301.

Laboratory course with a focus on physiology and both microscopic and gross anatomy of the skeletal system, muscular system, nervous system, and integumentary system.

### **PHYL 348 Human Pathophysiology (3)**

Pre: PHYL 142/142L or BIOL 172/172L with a grade of C or better.

Pathophysiology provides an overview of common disease states and conditions that impact each of the major body systems and the reproductive process. Topics include etiology, signs and symptoms, and prognoses of diseases and conditions.

### **PHYL 354 Exercise Physiology (3)**

Pre: PHYL 142/142Lab, or BIOL 172/172Lab; or consent.

Coreq: PHYL 354L.

This course examines the physiological effects of exercise on the human body. Major topics include energy use, the muscular, cardiovascular, respiratory and nervous systems, metabolism, body composition, temperature regulation, and training guidelines, as related to strength, muscular endurance, and cardio-respiratory endurance. Practical application of topics will be emphasized.

### **PHYL 354L Exercise Physiology Lab (1)**

Pre: PHYL 142/142L, or BIOL 172/172L; or consent.

Coreq: PHYL 354.

Laboratory section to accompany and reinforce principles and theories covered in PHYL 354. This course will provide theoretical knowledge and hands-on experience using laboratory equipment to collect data and conduct analyses of physiological responses to exercise. Major topics include energy use, the muscular, cardiovascular, and respiratory systems, and body composition as related to strength, muscular endurance, and cardio-respiratory endurance. A-F only. (DY)

### **PHYL 401 Advanced Human Physiology (3)**

Pre: BIOL 275 or PHYL 142 and senior standing, or instructor consent.

Coreq: PHYL 401L.

Advanced Physiology will expand upon foundational physiology core concepts presented in introductory courses via an in-depth investigation of the functionality at the cellular, tissue, and organ levels of the cardiovascular, respiratory, urinary, and digestive systems. Emphasis will be on systems integration.

### **PHYL 401L Advanced Human Physiology Lab (2)**

Pre: BIOL 275L or PHYL 142L and senior standing or instructor consent.

Coreq: PHYL 401.

A hands-on, inquiry-based laboratory course emphasizing investigation of human physiological processes through experimentation, problem solving, and analysis. Laboratory activities will focus on functionality at the cellular, tissue, and organ levels of the cardiovascular, respiratory, urinary, and digestive systems.



**PHYSICS (PHYS)****PHYS 100 Survey of Physics (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: PHYS 100L.

This course and its laboratory will introduce basic principles of Physics. It is designed for non-science majors. The following concepts will be discussed: mechanics, electricity and magnetism, waves, optics, atomic and nuclear physics. Emphasis will be on learning how things work. (DP)

**PHYS 100L Survey of Physics Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: PHYS 100.

This course and its laboratory will introduce basic principles of Physics. It is designed for non-science majors. The following concepts will be discussed: mechanics, electricity and magnetism, waves, optics, atomic and nuclear physics. Emphasis will be on learning how things work. (DY)

**PHYS 131 The Physics of the Sound of Music (3)**

Pre: ENG 100 or instructor consent.

Introduction to the physics of sound with applications to music, sound perception, harmony, musical scales, the voice, and instruments. We will study physics of the musical instruments of Hawaii and the Pacific. Uses algebra and geometry. Intended primarily for non-science majors. (DP)

**PHYS 151 College Physics I (3)**

Pre: MATH 140, 140X, 241, or higher MATH with a grade of C or better.

Coreq: PHYS 151L.

This course is the first half of a two-semester introduction to the fundamentals of physics, and will cover kinematics, mechanics, waves, and heat. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. Course may be taken for CR/NC. (DP)

**PHYS 151L College Physics I Lab (1)**

Pre: MATH 140 or MATH 241, with a grade of C or better; or concurrent enrollment in MATH 241.

Co-req: PHYS 151L.

This is the laboratory portion to accompany the PHYS 151 course which covers the first half of a two-semester introduction to the fundamentals of physics, and will cover kinematics, mechanics, waves, and heat. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. (DY)

**PHYS 152 College Physics II (3)**

Pre: MATH 140, 140X, 241, or higher MATH with a grade of C or better; and PHYS 151 or 170 with a grade of C or better.

Coreq: PHYS 152L

This course is the second half of a two-semester introduction to the fundamentals of physics, and will cover electricity, magnetism, optics, special relativity, and atomic & nuclear physics. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. Course may be taken for CR/NC. (DP)

**PHYS 152L College Physics II Lab (1)**

Pre: PHYS 151/151L or PHYS 170/170L, with a grade of C or better; and MATH 242 with a grade of C or better or concurrent enrollment.

Coreq: PHYS 152.

This is the laboratory portion to accompany the PHYS 152, course which covers the second half of a two-semester introduction to the fundamentals of physics, and will cover electricity, magnetism, optics, special relativity, and atomic & nuclear physics. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. (DY)

**PHYS 170 General Physics I (4)**

Pre: MATH 242 with a grade C or better or concurrent.

Calculus-based study of mechanics emphasizing particles and rigid bodies: kinematics, force, energy, momentum, rotation, gravitation, fluids, oscillations and waves, and thermodynamics.

**PHYS 170L General Physics I Lab (1)**

Pre: MATH 242 with a grade of C or better or concurrent.

Coreq: PHYS 170.

This laboratory course is a calculus-based study of physics. Laboratory exercises are in mechanics emphasizing error analysis, measurement techniques, and report writing. (3 hours laboratory).

**PHYS 272 General Physics II (3)**

Pre: MATH 242 with a grade of C or better and PHYS 170 with a grade of C or better.

This course is the second half of a two-semester introduction to the fundamentals of physics and will cover electricity and magnetism and geometric optics. (DP)

**PHYS 272L General Physics II Lab (1)**

Pre: MATH 242 with a grade of C or better or concurrent; and PHYS 170L with a grade of C or better.

This is the laboratory portion to accompany the PHYS 272, course which covers the second half of a two-semester introduction to the fundamentals of physics, and will cover elec-

tricity, magnetism, and optics. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, vectors, and calculus. (DY)

## POLITICAL SCIENCE (POLS)

### POLS 110 Introduction to Political Science (3)

Pre: ENG 100.

This course introduces the possibilities of politics arising from its founding Socratic question: "How should we live?" The course surveys and evaluates some of the major resulting belief systems, ideologies, political orders, forms of government, institutions, activities, and modes of inquiry. Special attention is given to the problems and controversies of our age. (DS)

### POLS 130 Introduction to American Politics (3)

Pre: ENG 100.

This course will serve as an introduction to central concepts of the American political system and will prompt students to gain a basic understanding of the three-branch structure of American government, the balance of power between the executive, legislative and judicial branches of government, as well as policy issues raised by each of those segments of the American political structure. It will also encourage students to revise their assumptions about American politics. Finally, the course will address issues of civic engagement and citizenship.

### POLS 210 Social and Political Philosophy (3)

Introduction to classical, modern and contemporary social and political theories, as well as issues in a global context. (Cross-list PHIL 210) (DH)

### POLS 302 Political Philosophy (3)

Pre: ENG 100; ENG 200 recommended.

Political philosophy is the search for "the best way to live" – what Socrates and Plato called "the Good Life". This is the foundational course of political science. It approaches the problems of contemporary life, as experienced by the individual, from a "big picture" understanding of human nature. This draws from anthropology, psychology, and world history. It brings to bear on the present the wisdom of primordial, classical, modern, and post-modern political philosophy.

### POLS 306 Comparative Politics (3)

This course is designed to give students an understanding of the value and limits of a comparative approach to dealing with political conflict and transformation. It focuses on two or more distinct national and regional political orders, and does so with awareness of an increasingly globalized and crisis-plagued world economy.

### POLS 308 Science and the Modern Prospect (3)

Pre: ENG 100; ENG 200 recommended.

Examines the history, philosophy and politics of science. Studies major ideas in the history of science and of contemporary perspectives on the methods, purpose, scope, and limits of science. Offers students an understanding of scientific thought and practice from a humanistic perspective. (Cross-list HIST 308)

### POLS 316 Constitutional Law: Civil Rights and Civil Liberties (3)

Pre: ENG 100; ENG 200 recommended.

Constitution and other legal provisions and the role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws will be covered. Cultural pluralism's relationship with the law will also be examined.

### POLS 320 Global Issues (3)

Pre: ENG 100; ENG 200 recommended.

For the last 400 years, the quality of life on the planet has been increasingly shaped by global forces, many of which now seem out of control and increasingly destructive. The key players have been large, centralized organizations: first nation-states and their empires, now multinational corporations. This course looks at global trends by focusing on illuminating area case studies. It attempts to offer lessons relevant to local issues and lives.

### POLS 326 Environmental Politics (3)

Pre: ENG 100; ENG 200 recommended.

This course looks at the current environmental crisis from the perspective of the two revolutions in humanity's relationship with the natural world: the development of agriculture 10,000 years ago, and the development of industrial-urban society beginning 400 years ago. This provides a context for evaluating the environmental politics of the United States, other industrial nations, and multinational corporations. The course concludes with a focus on Hawai'i and a consideration of alternative approaches. (DS)

### POLS 330 American Politics (3)

Pre: ENG 100; ENG 200 recommended.

This course offers an in-depth understanding of the basic values and institutions of American government. The course includes a dialogue between indigenous (native) American and European sources. The focus is on the values of democracy; freedom; individualism; social responsibility; and the institutions of republicanism: the separation of powers; checks and balances; and the free market. The course also provides opportunities to integrate personal experiences with a demonstration of students' understanding of a variety of contemporary political issues. (DS)

**POLS 335 Politics of Food (3)**

Pre: ENG 100; ENG 200 recommended.

In this course, students will learn about the processes of food production and how government and corporate involvement have changed the way society eats. We will discuss how food has shaped global history. This class should serve as a space to question our assumptions about political issues surrounding food production and consumption, the links between agribusiness and the food we put on our respective tables, as well as a new way of understanding food issues through a political perspective. (Cross-list SCFS 335) (DS)

**POLS 336 Politics of Water (3)**

Pre: ENG 100; SCFS 300 recommended.

With current events surrounding water issues locally, nationally, and globally, this class will examine water policies in Hawai'i, nationally, and from a global perspective. Local, national, and international cases will be analyzed as examples of political protest and activism surrounding water policy and politics and how they have the potential to impact daily life. Students will learn how government and corporate involvement have changed the way water is distributed as well as how access to water has shaped Hawai'i/Hawaiian history, along with a larger national and global historical and political context. (Cross-list SCFS 336)

**POLS 339 Feminist Theory (3)**

Pre: ENG 100; ENG 200 recommended.

This class will examine current debates in feminist theory by questioning race, class, gender and sexual orientation as analytic categories through various lenses. Four key components of the class follow: 1) the background to understanding mainstream feminist theory to serve as a baseline; 2) the uses of writing about sexuality further feminist thought; 3) the intersection of post-colonial thought with feminist theory as well as writings by feminists of color and Third World feminists; and 4) the epistemology behind some of the preceding issues.

**POLS 342 Indigenous Peoples and Modernity (3)**

Pre: ENG 100; ENG 200 recommended.

This course offers a comparative understanding of the growing importance of nations not represented by states - the indigenous peoples of the fourth world. Case studies will draw from the experience of Native Hawaiians, Native Americans, Australian Aborigines, and South African San (among others) to clarify struggles for cultural and political sovereignty, and the growing contribution of such earth-based societies to politics and cosmology beyond modernity. The goal will be to facilitate constructive discourse between indigenous peoples and the citizens of industrial nations. (Cross-list HPST 342)

**POLS 370 Politics and Public Policy (3)**

Pre: ENG 100; ENG 200 recommended.

An introduction to the processes through which public policy is formulated and executed in the United States and selected foreign political systems. Concern is focused on the comparative study of political relationships of administrative agencies with clientele; interest groups; and the legislative, executive, and administrative branches. Special attention is also given to questions of administrative responsibility and ethics in the public services.

**POLS 371 Global Futures (3)**

Pre: ENG 100; ENG 200 recommended.

This course tries to make sense of the multiple crises afflicting industrial society, e.g.: endemic warfare; terrorism; permanent damage to the biosphere; starvation; over-consumption; and the disintegration of family and community life. The following questions are considered: What is the connection between crisis and transformation? How was the world view that sustains our life created? How do world views come and go? The course surveys the creative cutting edge of several disciplines from cultural history to psychology and the natural sciences, clarifying signs of radical transformation. What is the role of the individual in envisioning a future society?

**POLS 378 Meaning of Mass Media (3)**

Pre: ENG 100; ENG 200 recommended.

This course examines how mass communications increasingly shapes modern values and behavior. The birth of mass communication with the industrial production line at the beginning of the 19th century is traced to the electronic revolution of satellite communication and the Internet. The analysis includes: the differences between propaganda, socialization and education; the central role of advertising and entertainment in modern culture; whose messages get communicated, why, and to what effect; and the ways in which the medium itself determines the content of the message. Possibilities for preferred change are considered. (DS)

**POLS 381 Hawai'i Politics (3)**

Pre: ENG 100; ENG 200 recommended.

What are Hawai'i's most urgent problems? What are their roots? What are the solutions? Pre-contact Native Hawaiian "island politics" is used as a baseline for evaluating the last 200 years of Americanization. This course offers an in-depth understanding of the basic values, institutions, and practices of government in Hawai'i, setting up a conversation between indigenous (Native) Hawaiian, European, Asian and other Polynesian voices. The course focuses on economic policy, environmental issues, and democratic participation in decision-making. (Cross-list HPST 381)

**POLS 384 Women and Politics (3)**

Pre: ENG 100; ENG 200 recommended.

This course will serve as an examination of women and politics from three different perspectives: local, national, and global. The class examines a broad range of women's issues. The course will enable students to analyze the formation of gender identity in relation to identities based on race, class, ethnicity, sexual orientation, religion, culture, etc. The class will also consider women as they have been defined throughout time by a society based on men's ideas of women. This class will focus heavily on women's activism and resistance as understood through a feminist lens.

**POLS 395 Dialectics and Aesthetics of Sound (3)**

Pre: ENG 100; ENG 200 recommended.

An examination of the role of sound (music, noise, chant, voice/speech, "silence," etc.) in ordering, re-ordering, and transforming our perception and society from multidisciplinary perspectives. (Cross-list MUS 395)

**POLS 396 Nonviolent Political Alternatives (3)**

Pre: ENG 100; ENG 200 recommended.

Exploration of multidisciplinary and multicultural resources for nonviolent alternatives in governance.

**POLS 430 Politics and Film (3)**

Pre: ENG 100; ENG 200 recommended.

This course offers a holistic understanding of the unique capacity of film to shape culture, consciousness, society, and politics. In addition to dealing with the explicitly political content and impact of specific films, the course also covers the politics of film: the political economy of film production and distribution. This course is interdisciplinary, integrating material from psychology, anthropology, political economy, and history.

**POLS 440 Kānāwai Hawai'i: Native Hawaiian Law (3)**

Pre: HWST 107 or HPST 304.

This course will examine the ways in which Native Hawaiians have engaged with, and been engaged by, this thing known as "kānāwai" in Hawaiian and "law" in English. We will study traditional Hawaiian forms of law and also trace the evolution of law in Hawai'i following American and European contact. The course will include an examination of the ways that international law, as well as US federal and state legislation and judicial decisions have affected and continue to affect Native Hawaiian identity, rights, and entitlements in the modern era. (Cross-list HPST 440)

**POLS 450 Pacific Asian Politics (3)**

Pre: ENG 100; ENG 200 recommended.

This course examines the political and social factors which determine domestic and foreign policy in China, Japan, India and other Asian nations as well as these countries' political and socioeconomic links with and throughout the Pacific/Oceania.

Topics covered include: political development, immigration and economic issues, government institutions, the forced shaping political decisions and processes of revolution. Previously Asian Politics. (DS)

**POLS 489 Political Conflict in the Pacific (3)**

Pre: GEOG 102 or HPST/GEOG 365

This course examines historical, social, cultural, economic and political factors producing tension and conflict in Oceania, as well as ongoing attempts at conflict resolution. Topics covered may include colonial and political developments and post-colonial arrangements, socioeconomic issues, governance, indigenous and western legal forms. The course analyzes these issues from a multidisciplinary lens. Case studies will be used to examine the themes and will integrate indigenous perspectives from the region to give a holistic analysis of these issues. (Cross-list HPST 489)

**POLS -98 Selected Topics in Political Science (v 1-6)**

Topics selected will vary, with emphasis on relevancy and student interest. Topics may include: Politics in Films; Foreign Policy; and other topics. May be repeated for credit.

**POLS -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**PSYCHOLOGY (PSY)****PSY 100 Survey of Psychology (3)**

This course offers an overview of the history and major areas of psychology, including memory and learning, cognition, personality, social psychology, physiological psychology, abnormal psychology, and therapy. (DS)

**PSY 212 Survey of Research Methods (3)**

Pre: ENG 100, PSY 100 and completion or concurrent enrollment in SSCI 210.

A survey of the empirical methods used in psychological research. Topic covered include the scientific method; reviewing literature for hypothesis development; ethical issues in research; the operational definition of variables; observational, self-report and experimental methods; data analysis; inferential hypothesis testing; and the American Psychological Association writing style.

**PSY 231 Physiological Psychology (3)**

Pre: ENG 100 and PSY 100.

A survey of the neural and physiological basis of human behavior. This course examines the organization of the nervous system, basic neurophysiology, biological drivers (e.g., eating, drinking, and sexuality), emotions, sleep/wake cycles, brain



development, sensory systems, and the neural basis of learning, memory and selected psychopathologies. (DB)

### **PSY 240 Developmental Psychology (3)**

Pre: ENG 100 and PSY 100.

This course is designed to explore historical and contemporary perspectives in typical and atypical human growth, development and learning styles. Utilizing a systemic perspective, the course examines physical, emotional, mental, cultural, sexual and moral development throughout the life span. (DS)

### **PSY 245 Health Psychology (3)**

Pre: ENG 100 and PSY 100.

This course is designed to provide students with a broad overview of the interdisciplinary field of health psychology, which bridges the worlds of psychology, biology, and sociology. The course will survey historical foundations of the field, efforts people make in promoting good health and preventing illness, treatment people receive for medical problems, effective and evidence-based coping methods used to reduce distress and pain associated with disease outcomes, the role of lifestyle factors in maintaining health and disease onset, patient adjustment through recovery and rehabilitation, and psychosocial factors related to prevention, outreach, health, illness, healthcare systems, and provide-patient relationships across the life span.

### **PSY 250 Social Psychology (3)**

A survey of how the thoughts, feelings and behaviors of the individual both influence and are influenced by interactions with others. Specific topics covered include: the history of social psychology, self concepts, social perceptions, prejudice, social attitudes, conformity, group processes, interpersonal relationships, helping behavior and aggression.

### **PSY 260 Psychology of Personality (3)**

This course provides a critical examination of major perspectives on personality development, function, measurement, and change.

### **PSY 302 Psychology of Sex and Gender (3)**

Pre: ENG 100 and PSY 100; or instructor approval.

This course examines the psychological study of sex and gender. Special emphasis is placed on the meaning of sex and gender, how sex and gender develop, how the social world influences our construction of gender, the similarities and differences of sexes, and how culture, religion, and media shape and reinforce ideas about sex and gender.

### **PSY 322 Learning, Motivation, and Behavior Modification (3)**

Pre: ENG 100 and PSY 100.

This course provides the conceptual tools for analyzing the functional relationships between behavior and the environ-

ment. Practical applications of learning theory principles are developed through behavior modification exercises designed to help students in their own self development efforts. **PSY 323 Comparative Animal Psychology (3)**

Pre: ENG 100 and PSY 100.

Biological, ecological, social, and learned bases of animal behavior based on laboratory and field investigations.

### **PSY 324 Psychology of Emotion (3)**

Pre: ENG 100 and PSY 100.

Survey of traditional views and leading theories, and research in related topics.

### **PSY 325 Cognitive Psychology (3)**

Pre: ENG 100 and PSY 100.

Theories, assumptions, empirical findings, and applications of cognitive psychology. Topics include attention, learning, memory, concept formation, communication, inference, and imagery.

### **PSY 337 Positive Psychology (3)**

Pre: ENG 100 and PSY 100.

What leads people to live happy, productive, and meaningful lives? This is the basic question that is being addressed in the field known as positive psychology. Psychologists and researchers in this field have identified a host of positive characteristics that individuals possess and that they utilize in building what is considered the "good life". In this course, students will study what is meant by positive psychological concepts such as: "the good life"; authentic happiness; subjective well-being; among others and will relate these concepts to their personal characteristics. Students will also explore how personal, familial, sociocultural, and other contextual factors influence the development and expression of their positive personality characteristics.

### **PSY 340 Childhood and Adolescence (3)**

Pre: ENG 100 and PSY 100.

Several topics such as infant-caretaker interaction, the nature-nurture controversy, parenting strategies, identity development, and others will be selected and covered in depth. (DS)

### **PSY 342 Educational Psychology (3)**

Pre: ENG 100 and PSY 100.

The aim of this course is to furnish the prospective teacher with the basic psychological sophistication needed for classroom teaching. Topics include the role and scope of educational psychology; meaning and learning, evaluation and measurement; and social, affective, cognitive, and developmental factors in learning.

**PSY 343 Adolescent Development (3)**

Pre: PSY 100.

This course is designed to explore historical and contemporary perspectives in adolescent growth and development. Specific emphasis will be on the physical, epigenetic, behavioral, cultural, moral, academic, career, and vocational development across the teen years.

**PSY 352 Varieties of Sexual Expression (3)**

Pre: ENG 100 and PSY 100; or instructor approval.

This course examines varieties of sexual behavior across cultures and across primate species. Special emphasis is placed on the relationship between social organization, psychological adjustment, and sexuality.

**PSY 353 Conflict Resolution (3)**

Pre: ENG 100 and PSY 100.

Factors contributing to interpersonal and societal conflict are explored along with methods for resolution. Structured role play with mediation and other techniques will be included.

**PSY 371 Abnormal Psychology (3)**

Pre: ENG 100 and PSY 100.

This course is designed to provide students with an understanding of the field of abnormal psychology, including the nature of, possible causes of, and classification of psychological disorders, as well as an overview of modern methods of treatment of abnormal behavior and psychiatric disorders. Ethical considerations as they apply to the field of abnormal psychology will be examined.

**PSY 372 Systems of Psychotherapy (3)**

Pre: ENG 100 and PSY 100.

A survey of psychotherapeutic approaches that includes each system's theory of personality development. Special attention will be given to the therapeutic process and the client-therapist relationship.

**PSY 373 Counseling Skills (3)**

Pre: ENG 100 and PSY 100.

Developing expertise in aspects of the helping relationship in group and individual models, including listening and reflection; goal setting; handling confrontation; concentration and denial; ethical and boundary issues; determining personal style; and group process.

**PSY 374 Ethics in Counseling and Psychotherapy (1)**

Pre: ENG 100 and PSY 100; and at least one of the following courses: PSY 372, 373, 406 or an appropriate lower-division course in counseling or psychotherapy.

This course familiarizes students with ethical principles, common ethical dilemmas, and processes of ethical decision-making within the fields of counseling and psychotherapy.

**PSY 396 Workshops & Special Seminars in Psychology (v)**

Pre: ENG 100 and PSY 100.

Topics may include parenting, eating disorders, and management of emotions such as anxiety and aggression. Instruction will be given in various formats that emphasize student participation. Class duration will vary depending on number of credits offered. May be repeated for credit.

**PSY 402 History and Systems of Psychology (3)**

Pre: ENG 100, PSY 100 and SSCI 300.

This course is designed to explore the evolution of the field of psychology from historical to contemporary perspectives.

**PSY 403 Causation & Prevention of Substance Abuse & Addiction (3)**

Pre: ENG 100 and PSY 100.

This course covers the diagnosis of substance addiction, the nature of the addictive process, causal factors, and primary prevention.

**PSY 404 Social Correlates of Psychoactive Drug Use (3)**

Pre: ENG 100 and PSY 100.

An examination of the familial, social and cultural aspects of psychoactive drug use. Specific topics covered include a critical analysis of co-dependency; the relationship between drug use and crime; current and historical United States drug use practices and regulations; social aspects of drug use initiation, abuse, addiction and treatment; and drug use in special populations. (DS)

**PSY 405 Biological Correlates of Psychoactive Drug Use (3)**

Pre: ENG 100 and PSY 100.

An examination of the biological actions of psychoactive drugs on the human nervous system. This course covers the structure and function of the nervous system, neural communication, principles of psychopharmacology, the neural basis of drug dependence and biomedical aspects of psychoactive drug use.

**PSY 406 Assessment and Treatment of Substance Abuse and Addiction (3)**

Pre: ENG 100 and PSY 100.

Focuses on diagnosis, methods, and levels of evaluation; documentation; referral and case management issues; major treatment models (12-step relapse prevention, residential and group modalities, family interventions); stages and processes of change, and ethics.

**PSY 407 (alpha) Practicum in Psychology (v)**

Pre: Instructor consent.

Opportunities will be provided for supervised experience in local settings such as preschool; elementary school; hospital industry; YMCA; and crisis intervention centers. This course

can be taken either in conjunction with an ongoing content course or as applied work after successful completion of an appropriate content course. May be repeated for credit with consent of instructor. Be advised that practicum sites may require current TB clearance and criminal background checks. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

**PSY 407B Psychology Practicum: Interventions Related to Substance Use (v)**

Pre: ENG 100 and PSY 100; and PSY 403 or 406; and PSY 373, or appropriate courses in counseling skills and substance-related problems.

Supervised experience working in a program focused on the prevention or treatment of substance-related problems. Be advised that practicum sites may require current TB clearance and criminal background checks. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

**PSY 408 Group Interventions in Substance Abuse and Addiction (3)**

Pre: ENG 100 and PSY 100.

This course provides an understanding of basic theory and practice in group treatment of substance-related disorders, and the opportunity to learn practical skills involved in facilitating groups focused on substance abuse and addiction. Highly recommended for students seeking State certification as Substance Abuse Counselors.

**PSY 410 Intimate Relationships (3)**

Pre: PSY 100 and ENG 100, both with a C or higher.

This course will provide students with an overview of the field of intimate relationships. Students will discover: the differences between casual and intimate relationships; what love is, or thought to be; how views on sex and sexuality have changed over time. This course also explores the "dark side" of relationships by investigating how jealousy, loneliness, power and violence exist within those relationships we feel are the most intimate.

**PSY 412 Psychological Testing (3)**

Pre: ENG 100 and PSY 100.

The techniques for measuring differences in personality, aptitude and intelligence are covered in this course. The construction and validation of instruments are also treated. Participants learn the rudiments of administering tests and interpreting test scores.

**PSY 422 Magic, Witchcraft, and the Supernatural (3)**

Pre: ENG 100 and PSY 100.

A cross-cultural investigation of religious beliefs and practices. The course will cover rites of transition; death and the afterlife; gods; ritual; charismatic religious leaders; religious movements; ghosts; traditional curing; shamanism; demons; witches; and sorcerers.

**PSY 429 Seminar in Experimental Psychology (3)**

Pre: ENG 100 and PSY 100.

Seminar on recent literature in some field (mutually selected by faculty and student) and appropriate alternative research strategies and techniques. May be repeated for credit with consent of instructor.

**PSY 442 Child Psychopathology (3)**

Pre: ENG 100 and PSY 100 and PSY 340 and PSY 371.

The purpose of this course is to present an overview of the constructs, models, challenges and cultural factors central to understanding the development of maladaptive behavior disorders in children and adolescents. The emphasis will be to link developmental influences of clinical disorders to normal childhood behavior and the practice of professional consultation and collaboration. The content will center around the etiology, epidemiology, symptomatology, comorbidity, diagnosis, and treatment of childhood psychopathologies. Intervention and prevention strategies and specific clinic/school.

**PSY 450 Small Groups (3)**

Pre: ENG 100 and PSY 100.

This course will study the small group as a medium for personal growth and improvement of interpersonal communication skills. Special attention will be given to training in the dynamics of group participation and leadership. (Cross-list SOC 450)

**PSY 470 Clinical Psychology (3)**

Pre: ENG 100 and PSY 100.

Nature, history, and contemporary state of the profession of clinical psychology. Theories, methods, and findings in assessment, intervention, research, and clinical practice. Multiple roles of the clinical psychologist, ethical and professional issues, standards of care, legal regulations of practice, and the mental health care system.

**PSY 473 Psychology of Healing (3)**

Pre: ENG 100 and PSY 100.

This course examines the subjective experience of illness in its social context, the professional definitions of disease, and the effects these have in the psychology of treating patients with serious or chronic medical problems. Emphasis is placed on the connections between mind and body in illness and healing. Previously PSY 475. (Cross-list PUBA 473)

**PSY 474 Culture and Mental Illness (3)**

Pre: ENG 100 and PSY 100.

A cross-cultural study of mental illness and therapeutic practices comparing Western and non-Western cultures. (Cross-list PUBA 474)

**PSY 480 Organizational Behavior (3)**

Pre: ENG 100 and PSY 100.

The focus of this course is on the impact of the organizational and industrial environment on the personality of the individual. Course content includes a survey of the factors involved in industry and organizational life, such as job analysis; selection; motivation; worker satisfaction; and styles of leadership.

**PSY -98 Selected Topics in Psychology (v 1-6)**

Pre: PSY 100.

Topics selected will vary with student interests; emphasis will be on relevancy and application of theory and analysis of problem solving. Examples: aging; early experience; humanism; dream analysis; extrasensory perception; comparative analysis of learning; and environmental problems. May be repeated for credit.

**PSY -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**PUBLIC ADMINISTRATION (PUBA)****PUBA 100 Introduction to Public Administration (3)**

An introduction to public sector organizations, programs, management, and leadership. (DS)

**PUBA 101 Introduction to Health Care Administration (3)**

This course introduces students to the fundamentals of health care administration and the U.S. health care system. Important topics such as the provision of health care, financing, delivery and resources are discussed in a wide variety of health care settings, ranging from hospitals to nursing homes to ambulatory care centers. The various roles of health care providers and administrators are also described. (DS)

**PUBA 102 Introduction to Disaster and Emergency Management (3)**

This is an introductory course designed to expose practitioners and non-practitioners to disaster and emergency standards, techniques, and “best” practices of disaster and emergency management and government agencies and personnel at the national, state and local level. Emphasis will be placed on critical aspects of disaster and emergency management prior to, during and after the occurrence of a disaster and/or emergency. (DS)

**PUBA 103 Introduction to Justice Administration (3)**

This course provides an introduction to criminal justice system in the United States. This course topics include description of the major components of the criminal justice system, including police, courts, and corrections. (DS)

**PUBA 104 Introduction to Community Health (3)**

This course examines the history, philosophy, and principles of community health in efforts to teach students how to define community health problems, develop evidence-based recommendations for interventions, understand prevention and control measures, and implement and evaluate the impact of strategies for addressing a community health problem. Methods for changing health behavior, health communications methods, the roles and regulations of health service delivery institutions, financing mechanisms, and an understanding community health care and health systems including the quality of care, access to care and cost of care will also be addressed. (DS)

**PUBA 203 Writing for Government (3)**

This is an introductory course designed to expose future and present government practitioners to the range of style and conventions of writing used in government. These include proposal writing, policy and procedure writing, writing of reports and executive summaries, memorandum writing, writing for presentations, e-mail writing, and writing in a cultural context.

**PUBA 301 Health Care Administration (3)**

This course introduces students to the fundamentals of health care management. Roles, functions and skills of health care managers necessary for the continuously changing health care environment are emphasized.

**PUBA 302 Health Policy, Politics, and Law (3)**

This course examines the role of the United States government in health care; the formation of policy for the health care sector; health care interest groups; as well as political and legal issues for the administration of health care organizations.

**PUBA 303 Financial Concepts in Health Management (3)**

This course explores the concepts involved in the role and structure of the finance function in health care organizations and examines knowledge and tools for budgeting, reporting, monitoring, and reimbursements.

**PUBA 305 Managing Criminal Justice Agencies (3)**

Analysis of the structure and management of criminal justice agencies within a systems context. Topics include determining agency mission; policies and procedures; complexities of organizational structure; intra- and inter-governmental coordination of justice personnel.



**PUBA 306 Principles of Public Administration (3)**

Pre: Sophomore standing.

Development of governmental administration in the United States and particularly in Hawai'i: theories of administrative organization; principles and methods of administrative management and executive leadership; interpersonal and intergroup relationships; levels of decision-making; ethics; and responsibility.

**PUBA 307 Community Health Analysis (3)**

This course examines health data, health information resources, and analytical techniques derived from epidemiology to improve the health of communities.

**PUBA 308 Community Engaged Research Methods (3)**

This course introduces students to research methodology, techniques, and design strategies involved in community health interventions. Students will also receive guided instruction on mapping, planning, organizing, recruiting, and conducting research projects and programs for identifying and solving problems unique to community health in Hawai'i. Course content will also involve a review of Community Based Participatory Research techniques.

**PUBA 309 Criminal Law and Procedures (3)**

Materials and cases treating criminal law and procedures within the context of the American polity. Systematic analysis of the role of the citizen in relationship to operational legal principles and procedures of criminal law. An emphasis on contemporary problems and recent court decisions.

**PUBA 310 Research Methods in the Public Sector (3)**

Pre: Sophomore standing.

Examines various research methods as applied to different functional areas in the public sector including health care, human services, and others. Topics include field studies, experiments, content analysis, and surveys.

**PUBA 311 Design in Public Spaces (3)**

Pre: ART 112, ENG 100.

Students learn theory and discourse related to designing for public spaces by examining case studies and examples of social entrepreneurship applied through graphic design vehicles. Students will employ graphic design techniques and utilize industry standard software with the intent to discuss and reflect on approach, method, and theory. (Cross-list ART 311D) (DA)

**PUBA 312 Bureaucratic Politics (3)**

This course is designed to describe and explain the ways in which politics and administration relate. Policy analysis and social criticism are discussed within the context of public administration and the political environment.

**PUBA 313 Communication Skills for Administrators (3)**

Pre: Sophomore standing.

Writing and public speaking for the improvement of communication for managers.

**PUBA 314 Community Epidemiology and Population Health (3)**

Epidemiology involves the systematic study of patterns of health and disease in communities and populations. This course discusses epidemiological principles and practical issues in community health. Skills including quantitative inquiry, design, implementation, and analysis of epidemiological studies will be developed in this course. Students will see epidemiology as a scientific method for addressing the health needs of communities within a population via person, place, and time.

**PUBA 315 Ethics, Aging & Society (3)**

Addresses ethical issues in gerontology and long-term care for older adults as raised by public policy, health care problems, and social attitudes toward elders. Explores established practices and new directions for ethics in aging.

**PUBA 316 Constitutional Law (3)**

An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause. In addition, a study of fundamental rights as protected by the United States Constitution and other legal provisions and the role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws will be covered.

**PUBA 318 Managed Care (3)**

This course introduces students to the fundamentals of managed care and integrated delivery systems, and emphasizes the various managed care models applicable to the changing health care market.

**PUBA 319 Survey of Long-Term Care (3)**

Pre: PUBA 101 or PUBA 104 or HLTH 204; or instructor approval.

This course introduces students to the management concepts that can be applied to a wide range of long-term care settings, including provider, payer, and regulatory organizations.

**PUBA 320 Correctional Administration (3)**

This course will provide an overview of correctional administration in America. It will examine corrections as a social institution; the place of corrections in the criminal justice system; federal and state prison systems; institutional management (staffing, programs and services); and future directions such as

the current trend toward community-based corrections.

### **PUBA 321 Probation, Parole, and Community-Based Corrections (3)**

Administrative organization and management in probation and parole systems. Problems of work-release and school-release programs for institutional inmates; administration of halfway houses; non-residential programs for probationers, parolees, and drug abusers; community residences for juvenile offenders; supervision of foster care programs.

### **PUBA 322 Issues in Community Policing (3)**

An examination of community policing in theory and as actually practiced in various cities. Topics include historical evolution; rationale; implementation strategies; model programs; and methods of evaluating program effectiveness.

### **PUBA 323 Workplace Violence (3)**

This course will introduce students to the growing problem of workplace violence in Hawai'i and across the nation. Predictability and prevention theories and techniques will be examined closely and applied in an incident analysis approach in a variety of workplace settings.

### **PUBA 324 Media, Violence, and Crime (3)**

The nature and scope of crime-related violence in the media with particular emphasis on television, newspapers, and the cinema. An analysis of the impact of media violence on individuals, groups, and society as a whole.

### **PUBA 325 Policy Analysis (3)**

Recommended: PUBA 105.

Coreq: ENG 100 or ENG 200.

This course will explore the process by which individual and societal preferences are transformed into public policy. Through an examination of policy development students will learn how to analyze policy alternatives and influence the policymaking process. By developing a strong policy argument through research, analysis, and support students will uncover how to effectively analyze policy. Several forms of practical policy analysis will be explored including cost-benefit analysis and valuation of public goods.

### **PUBA 326 Ethical Dilemmas in Criminal Justice (3)**

This course examines ethical issues faced by police, prosecutors, defense attorneys, and other participants in the justice system. Improving ethical behavior through better screening, training, and performance monitoring programs are explored.

### **PUBA 328 Public Finance and Fiscal Policy (3)**

Public finance involves a detailed examination of the processes and analytical techniques involved in developing and managing

public budgets teaching students how to use financial information to make decisions in public and not-for-profit organizations, developing, implementing and controlling agency financial plans. An introduction to financial management, the development of operating budgets, tools for short-term decision-making, capital-budgeting decisions, and the analysis of long-term financial options. Students will spend considerable time on the analysis of public budgets as well as a detailed examination of current issues, controversies and research in public budgeting. Examination of the effects of government spending, borrowing, and taxation on efficiency, equity and economic stability and growth including economic, historical and statistical analyses and current policy debates in the U.S. and around the world.

### **PUBA 334 The Intersection of Community & Global Health (3)**

This course examines the strong links between community health and global health. Students will gain an understanding for the philosophy, and principals of global health in efforts to identify global health problems, understand how prevention and control measures at the regional and national level affect global health, and implement and evaluate the impact of strategies for addressing global health problems. Methods for how changing demographics regarding fertility and mortality, patterns of disease, sanitation and global health regulations will also be addressed in this course.

### **PUBA 335 Technology in Public Administration (3)**

The examination of e-government and how it the change to GIS systems affects citizen's ability to communicate with government offices and officials. Explore major issues of government in meeting the expectations of information dissemination, access to transaction, participation in the decision-making process, and advancement of policy initiatives. Information management and ethical issues in government use of data obtained from citizens.

### **PUBA 338 Cultural Competence in Health Care (3)**

Pre: PUBA 101 or PUBA 104 or HLTH 204; or instructor approval.

This course examines the importance of cultural competence as standards of care in the health care system. It is designed to provide students with knowledge and skills to work with diverse populations, develop cross-cultural competence, and identify and utilize culturally appropriate strategies to deliver cost effective, accessible and quality health care.

**PUBA 340 Administrative Decision-Making (3)**

Pre: Sophomore standing.

Provides an analysis of the managerial role as a decision-maker. It investigates the logic of the decision-making process, including the effect of environmental factors and the role of quantitative techniques. Consideration is also given to the behavioral implications of decision-making activities.

**PUBA 341 Statistics for Decision Making in Public Administration (3)**

Pre: MATH 115 (highly recommended), or MATH 115M/L (highly recommended), or MATH 103 (recommended) or MATH 100.

Statistical application to public administration. Topics include: descriptive statistics, probability, and applying the concept of statistical inference to actual issues faced by public administrators. This course will focus on examples from public administration such as public finance, criminal justice, and evaluation and planning of government programs at the national, state and local levels.

**PUBA 345 Foundations of Gerontology (3)**

This course introduces students to the foundations of gerontology. Practical and theoretical concepts provide students with a broad understanding of the elderly and their environment. Physiological, psycho-social, and functional issues of the older adult will be explored. Long-term needs, aging-in-place, and the continuum of care, will also be discussed.

**PUBA 346 Long-Term Care Management (3)**

This course introduces students to the fundamentals of long-term care management. Roles, functions, and skills of long-term care managers necessary for the continuously changing environment are emphasized.

**PUBA 351 Human Resources Administration (3)**

Pre: Sophomore standing.

This course provides a general survey of theories and contemporary practices in the process of public and private personnel administration. In addition to topics such as recruitment and placement, training and development, compensation and performance appraisal, this course will also focus on techniques for motivation, productivity, and creativity associated with individual and organizational effectiveness.

**PUBA 352 Comparative Public Administration (3)**

Comparative ecology of public administration in selected countries; analysis of similarities and differences in administrative structures and functions in developed and developing nations; practicalities of cross-cultural transferability of administrative concepts and processes.

**PUBA 353 Nonprofit Management (3)**

Nonprofit management provides students with an understanding of the unique qualities, philosophies, and practices of the U.S. nonprofit mission-driven sector examining the sources and management of resources as well as strategies for their effective use. Nonprofit Management begins with a historical overview of the nonprofit sector and demonstrates its complex structure that provides a vital link in addressing the economic and social gaps in society that are not effectively addressed by government or the private sector. The Nonprofit Management area of study is designed to support both current and emerging leadership, ultimately leading to an increase in capacity. Nonprofits and their role in community building and shaping public policy are central to how strong coalitions impact housing, welfare and children's policy, organizing empowered communities, the influential and engaged donor and building the value of nonprofits.

**PUBA 354 Program Planning & Evaluation in Health (3)**

Pre: Completion of or concurrent enrollment in PUBA 310.

This course will provide knowledge in public health sciences, and skills to effectively plan, implement, and manage programs that address public health problems in a variety of settings. Key concepts based on the public health pyramid model will be reviewed. The role of community members and strategies for community participation in planning and implementing of successful health promotion programs will be covered. Evaluation methods and designs as well as the steps involved in conducting an evaluation, communicating the results, and successful implementation and sustainability will be covered.

**PUBA 355 Labor-Management Relations (3)**

Study of labor-management relations; the history, organization, and relationship to the administrative process. Primary focus is on labor-management relations in the private sector, but course will also cover the basic factors which distinguish private from public employment relations. Specific consideration given to current problems on the mainland and in Hawai'i.

**PUBA 368 Foundations in Community Health and Health Behavior (3)**

This course is designed to expose students to a broad introduction to theories in the field of community health. Students will receive an overview of the concepts health behavior practitioners and researchers use to address community health issues. Links between individual and community health behaviors, with an emphasis on social justice, cultural humility, and community-centered practices will also be addressed in this class. Real-life community programs and projects from those working in community health careers will illustrate the use of behavior theories in the field of community health.

**PUBA 406 Contemporary Problems of Justice Administration in America (3)**

Survey of major issues and problems related to the administration of justice in America. Such issues as politics and administration of justice; police discretion; prosecutorial discretion; plea bargaining; criminal defense; trial and sentencing; probation; and parole will be discussed.

**PUBA 402 Legislative Internship (v 6-12)**

Pre: One upper division course in Political Science or PUBA 306 or equivalent; and one HAP designated course. May be concurrent with Internship if it does not interfere with the legislative work schedule.

Open to the student awarded the UH West O'ahu Legislative Fellowship for placement in Hawai'i State Legislature, integrated with academic study. (Cross-list SSCI 402)

**PUBA 409 Legal Foundations of Justice Administration (3)**

Local, state, and federal judicial systems; constitutional, judicial, and legislative influences on the administration of justice.

**PUBA 410 Issues in Criminal Investigation (3)**

Legal and scientific issues and techniques in criminal investigation. Consideration of conduct at the crime scene; interrogation of witnesses and suspects; legal implications of scientific technologies; and presentation of evidence in court.

**PUBA 411 Emergency Management and Disaster Preparedness (3)**

This course will examine emergency management, planning, and response techniques. Emphasis will be placed on effective training and coordination of medical facility personnel, public and non-profit agencies, and the military to deal with a variety of man-made and natural events.

**PUBA 414 Public Communication Campaigns (3)**

Pre: Sophomore standing.

Design and implementation of public communication campaigns in such areas as disaster preparedness; crime prevention; environmental protection; and social services. Use of media and interactive skills for increasing knowledge and modifying behavior in targeted populations.

**PUBA 425 Policy Advocacy (3)**

Recommended: PUBA 325.

Coreq: ENG 200.

Students will examine an array of public policy advocacy strategies, including organizing, public education, and lobbying. In addition to covering material on legal, structural, and strategic issues involved in advocacy a close examination of conceptual

underpinnings in understanding advocacy will be incorporated. Students will have the opportunity to develop a mock advocacy campaign.

**PUBA 431 Juvenile Delinquency (3)**

An analysis of the different forms of juvenile deviance; their causes, means of control, and societal responses. (Cross-list SOC 431)

**PUBA 434 Criminology (3)**

This course will explore the major theories of crime causation; the measurement of crime and its impact; various crime typologies; and the overall societal reaction to crime and criminal offenders. A major focus of this course is the exploration of possible social programs and policies that might be initiated to achieve a combination of crime reduction and social justice.

**PUBA 435 Domestic Violence (3)**

An examination of domestic violence including theories of causation; prevalence in American society; types of abuse; characteristics of victims and abusers; and responses by the criminal justice system.

**PUBA 446 Contemporary Issues in Health Care (3)**

This course provides an overview of the health care system including the growth and changes in the various health care providers, workforce, and settings in the delivery of care. This course also examines current and emerging management, behavioral, technological, and ethical issues in the health care field.

**PUBA 450 Nursing Home Administration (3)**

Pre: PUBA 319 and junior standing.

This course prepares students with the knowledge and skills necessary to master the competencies necessary to become a nursing home administrator. The Domains of Practice, the basis for the NAB national nursing home administrators' licensing examination, will be included. Note: Learners must also participate in an Administrator-in-Training program (2080 hours) to be eligible to take the licensing exam. This course does not provide that training.

**PUBA 460 Environmental Policy Planning and Administration (3)**

This course will focus on the organization of government agencies in the formation and implementation of public policy on environmental issues. Assessment questions, laws and regulations, and the role of public participation will be covered. This course will also cover environmental management as it relates to both private and public sector.



**PUBA 461 Social Dimensions of Disaster Response (3)**

Overview of empirical vs. theoretical approaches; human behavior in disaster, myths and reality; group disaster behavior; community social systems and disaster; cultures, demographics and disaster behavior distinctions and model building in sociological disaster research.

**PUBA 462 Disaster Recovery & Business Continuation (3)**

This course is intended for novices in business continuity and disaster recovery planning. Topics include business continuity planning; recovery of information and communication system; the purpose, goals, and objectives of plan development; and initial response to catastrophic events.

**PUBA 463 Disaster Recovery & Hazard Mitigation (3)**

Household, organizational, and community recovery from disasters discussed in the context of mitigation activities to reduce vulnerability to disasters. Recovery policies, processes, and outcomes are examined at the local, state, and federal levels. Issues related to local adoption of mitigation measures are considered. The course addresses chemical properties of hazardous materials and wastes; legal requirements for their handling, storage, transportation, and disposal; methods of protecting employees, facilities, and the community.

**PUBA 464 Terrorism and Emergency Management (3)**

This course will identify domestic and international terrorist organizations; analyze their objectives and tactics; and examine the law enforcement and military response. Topics will include biological, chemical, and nuclear terrorism; cyber-terrorism; and an assessment of the level of preparedness within the U.S.

**PUBA 465 International Disaster Management (3)**

Pre: Instructor approval.

This course examines the actions and interventions that are performed in pursuit of disaster risk reduction, incident response, and disaster recovery at the national and international levels in the Asia-Pacific region. Emphasis is placed on developing an operational understanding of the emergency management functions that have national and global application, and on the various governmental and nongovernmental stakeholders. Students will investigate the roots of risk and vulnerability, including the links that exist between poverty, vulnerability, and disasters, and will consider the impact and effectiveness of resilience efforts taking place at the regional and global levels (including the work of ASEAN, SPC, UNISDR, and other regional and global IGOs). (Cross-list BUSA 465)

**PUBA 466 Ethics in Disaster Preparedness & Emergency Management (3)**

Pre: Instructor approval.

The course will involve students in a review and focus on the

ethical problems that face disaster managers and administrators in the public and private sector in theory and application before, during and after disasters and emergencies occur. Such issues as responsibility, fairness, equal treatment, and allocation of resources by Federal, State and County agencies regarding the most vulnerable, and least resilient communities will be discussed.

**PUBA 470 Program Planning and Evaluation (3)**

Principles and problems of program planning and evaluation. PPBS and other approaches to cost-effectiveness by state governments are explored. This course will also explore urban planning, its purpose, content, and problems as it relates to local units of government.

**PUBA 473 Psychology of Healing (3)**

Pre: PSY 100.

This course examines the subjective experience of illness in its social context, the professional definitions of disease, and the effects these have in the psychology of treating patients with serious or chronic medical problems. Emphasis is placed on the connections between mind and body in illness and healing. (Cross-list PSY 473)

**PUBA 474 Culture and Mental Illness (3)**

Pre: PSY 100.

A cross-cultural study of mental illness and therapeutic practices comparing Western and non-Western cultures. (Cross-list PSY 474)

**PUBA 475 Administrative Law (3)**

Pre: Sophomore standing.

Role and nature of administrative law; procedural requirements; and judicial review of administrative actions; safeguards against arbitrary action; delegation of legislative power; legal principles and trends in the development of public administration. Also includes review and analysis of contemporary problems in administrative law, regulatory administration, informal actions, administrative discretion, and its abuses.

**PUBA 476 Health Care Marketing (3)**

This course introduces students to methods and models for the analysis, evaluation, and implementation of marketing strategies within the health care environment. Designed to develop skills in segmenting customer and health care markets, brand products and services, enhance a communication strategy to the consumer, and develop pricing approaches. (Cross-list MKT 476)

**PUBA 477 Ethics in Health Care Administration (3)**

This course examines global, organizational, and personal ethical issues that arise in the context of health care and introduces

students to ethical principles and practices and professional codes of ethics that are relevant to understanding and resolving ethical problems and issues in health care.

### **PUBA 478 Care Coordination and Management (3)**

Pre: PUBA 101 or PUBA 104 or HLTH 120 or instructor approval; and Junior or Senior standing.

This course analyzes continuity, coordination, and wholeness in health care and evaluates its effects on patients, finances, and the health care profession. Issues addressed include fragmentation in health care, lack of care coordination, and situations where patient care “falls through the cracks”. Using tools such as patient self-management support, motivational interviewing, care transition interventions, and care techniques for humanizing technology, students will become familiar with practical, patient-centered approaches, and the tools, strategies, and techniques needed to provide optimal levels of care in a complex and demanding health care environment.

### **PUBA 479 Quality Management in Health Care (3)**

Pre: PUBA 101 or PUBA 104 or HLTH 120 or instructor approval; and Junior or Senior standing.

This course analyzes the importance of quality management as a standard of the health care industry and an important part of the patient-provider-organization relationship. This course will examine quality improvement, its implementation, and the challenges and opportunities of quality and quality improvement as a core function of health care.

### **PUBA 480 Organizational Behavior (3)**

The focus of this course is on the impact of the organizational and industrial environment on the personality of the individual. Course content includes a survey of the factors involved in industry and organizational life such as job analysis, selection, training, motivation, worker satisfaction, and styles of leadership.

### **PUBA 481 Ethics and Administration (3)**

Consideration of the ethical problems that face administrators in the public and private sectors from a theoretical point of view and in application to particular cases. Such issues as corporate responsibility to communities, shareholders, and competitors, bribery, honesty, racialism, ecology, and false or misleading advertising will be discussed.

### **PUBA 486 (alpha) Senior Project (v)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) course work.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and informa-

tion retrieval techniques, and other research-related competencies. C: Community Health; D: Disaster Preparedness and Emergency Management; G: General Public Administration; H: Health Care Administration; J: Justice Administration; L: Long-Term Care.

### **PUBA 490 (alpha) Administrative Practicum (v)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) course work.

This is a field exercise course. Students are provided internships in either business, education, or government. As an intern, the student is delegated the responsibility of developing the solution to some problem or asked to complete a relevant or characteristic task. Students report on their experience using their understanding of administrative theory and practice. Note: Students participating in Practicum must sign the UH West O‘ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity. D: Disaster Preparedness and Emergency Management; G: General Public Administration; H: Health Care Administration; J: Justice Administration; L: Long-Term Care.

### **PUBA 490B Administrative Practicum (3)**

Pre: Consent of instructor.

This internship is intended for students pursuing the certificate in Health Care Administration to gain hands-on experience in the health care field. Students are provided with an internship with an appropriate community health care organization. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete relevant administrative tasks. Students report on the experience using their understanding of the health care field.

Note: Students participating in Practicum must sign the UH West O‘ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity. May be repeated for credit.

### **PUBA 490C Administrative Practicum – Community Health (3)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) course work.

This is a field exercise course. Students are provided internships in either Community Health business, education, or government. As an intern, the student is delegated the responsibility of developing the solution to some problem or asked to complete a relevant or characteristic task. Students report on their experience using their understanding of Community Health theory and practice. Note: Students participating in Practicum must sign the UH West O‘ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

**PUBA -98 Selected Topics in Public Administration (v 1-6)**

Topics will vary with program relevancy and student interest. May be repeated for credit.

**PUBA -99 Directed Reading and Research (v)**

Pre: Instructor approval. To be arranged with instructor.

**SAMOAN (SAM)****SAM 101 Elementary Samoan I (4)**

This class is the introductory class in Samoan language. Students will begin to develop basic skills in speaking, writing, reading, and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Students will learn to have basic conversations, and they will learn how to write and read simple descriptive sentences. This will be done through reading chapters in the book linked with classroom lectures, activities, drills, and reviews. The class will be taught within the context of Samoan culture and history.

**SAM 102 Elementary Samoan II (4)**

Pre: SAM 101.

This is the introductory class in Samoan language and designed to continue where Samoan 101 ended where students begin to develop basic skills in speaking, writing, reading, and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Classroom activities will again stress conversation in Samoan, but exercises will also include reading, writing and grammar. The class will be taught within the context of Samoan culture and history.

**SAM 201 Intermediate Samoan I (4)**

Pre: SAM 102.

This course is a continuation of SAM 102. It will stress the language skills of reading, writing, listening, and speaking, as well as cultural knowledge and protocols at the intermediate level. In the course of six structured units, students will acquire these skills through various activities, including the memorization of dialogues and engagement in conversational topics, reading and writing of short journals and stories, as well as other supplementary activities, in order to develop literacy skills and fluency in conversation.

**SAM 202 Intermediate Samoan II (4)**

Pre: SAM 201 or instructor consent.

This is a continuation of SAM 201 and will focus on improving the four language skills of reading, writing, listening and speaking. SAM 202 will also integrate cultural knowledge,

protocols and oral traditions into traditional stories, newspaper articles, and oral and written exercises and activities to increase fluency in both formal ('t'-style) and colloquial ('k'-style) Samoan.

**SAM 330 Samoan Oral Traditions (3)**

Pre: Completion of or concurrent enrollment in any level of Pacific language or Hawaiian language.

This course will focus on Samoa's Oral traditions of which storytelling plays an important part as in tala le vavau (stories of old, ancient stories aka myths and legends), fagogo (fables and tales), faleaitu (comedies), pese (songs), solo (chants) and tauloto (poetry) are part. In this course, we will study and read the lessons, especially for the ways in which indigenous understanding of place, people, identity, and environment are delivered and taught through the storytelling in its various genres. (DH)(Cross-list HPST 330)

**SOCIAL SCIENCES (SSCI)****SSCI 210 Statistical Analysis I (3)**

Pre: MATH 103 or MATH 115 (or higher) with a grade of C- or better; or math placement test score into MATH 135 or higher. Methods to describe quantifiable data through frequency distribution and graphic methods, sampling, probability, estimation, hypothesis testing, and analysis of variance.

**SSCI 300 Philosophy of the Social Sciences (3)**

The goals of this course are to understand the philosophical bases and historical origins of theories and methodologies in the social sciences. It is an interdisciplinary introduction to the social sciences: how they developed, how they are connected, and how they are used. (DS)

**SSCI 301 Methods and Techniques in Social Science Research (3)**

An examination of the various stages involved in social research. Areas to be covered include the relationship between theory and research methods, sampling and measurement, research designs, data collection instruments, and data analysis and reporting. (DS)

**SSCI 317 Fieldwork and Qualitative Methods (3)**

This course teaches students the analytical skill useful in social sciences research. It also encourages creativity, synthesis, and critical reflection in the research process. It emphasizes qualitative, experiential, cross-cultural research skills, as employed in the natural setting. It critically reflects on the role of the self; historical/political/cultural contexts of research; and the interactions with informants in the production of knowledge. The possibility of applied, collaborative research, and even activism,

is examined. Students conduct small projects within the multi-cultural Hawai'i community.

### **SSCI 326 Hawaiian and Pacific Environments (3)**

This course will examine historic and current ecological principles and human impact on the environment. Course objectives include: 1) learning about underlying scientific principles which affect Earth's environment, 2) evaluating problems arising from human interaction with the environment, and 3) examining both scientific and cultural solutions to environmental problems, especially with reference to Hawai'i.

### **SSCI 402 Legislative Internship (v 6-12)**

Pre: One upper division course in Political Science or PUBA 306 or equivalent; and one HAP designated course. May be concurrent with Internship if it does not interfere with the legislative work schedule.

Open to the student awarded the UH West O'ahu Legislative Fellowship for placement in Hawai'i State Legislature, integrated with academic study. (Cross-list PUBA 402)

### **SSCI 410 Statistical Analysis II (3)**

Pre: SSCI 210 or equivalent.

This course deals with the quantitative methods of regression, analysis of variance, and experimental design. It starts with a review of basic descriptive and inferential statistics, followed by simple and multiple regression. Then it covers the principles of experimental design and uses those concepts for analysis of variance. The approach is through case studies and real data analysis.

### **SSCI 486 (alpha) Senior Project (3)**

Pre: SSCI 210, SSCI 300, social science methods course required by the student's concentration (see below), one class of upper division writing-intensive (WI) course work, and consent of instructor.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

Required methods for each concentration are as follows:

SSCI 486A (Anthropology): SSCI 317

SSCI 486E (Economics): SSCI 301 or 410

SSCI 486L (Political Science): SSCI 317

SSCI 486P (Psychology): PSY 212 or SSCI 301

A: Anthropology; E: Economics; L: Political Science; P: Psychology

### **SSCI 486S Senior Project-Sociology (3)**

Pre: SOC 321; SSCI 210; SSCI 300; SOC 300; one class of upper division writing-intensive (WI) course work; and consent of instructor.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### **SSCI 490 (alpha) Social Sciences Practicum (3)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) course work.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

E: Economics; F: Applied Forensic Anthropology; L: Political Science.

### **SSCI 490A Social Sciences Practicum-Anthropology (3)**

Pre: SSCI 317; and completion of or concurrent enrollment in ANTH 490; one class of upper division writing-intensive (WI) course work; and instructor approval.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI 490C Social Sciences Practicum with Seminar-Early Childhood Education (6)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) coursework.

The ECE Senior Practicum/Action Research Project is a six-credit, capstone course in which students interrogate ideas, questions, theories, processes and/or policies in early childhood education. Students create a relevant, personal, research question, conduct research and implement change in their professional practice. Students participate 120 hours in an ECE practicum site where they work with mentor teachers



on their action research project and 40 hours with seminar and data collection. An understanding and application of social justice underlies the course work in both the practicum and project. Students consider the context and culture of Hawai'i and develop awareness of the political nature of teaching, perceiving education as a means for creating a democratic society. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI 490S Social Sciences Practicum-Sociology (3)**

Pre: SOC 321; SSCI 210; SSCI 300; SOC 300; one class of upper division writing-intensive (WI) course work; and consent of instructor.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI 490X Social Sciences Practicum - SCFS (3)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) coursework.

With assistance from a Faculty Advisor, students will complete a practicum or internship with an appropriate community agency or institution. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem, or is asked to complete a field-relevant task. Students report on the experience using their understanding of the field in which they are working. Students will share the results of this learning process with peers and will assist each other in refining communications skills.

### **SSCI 491 Community-Based Education and Service Learning (v 1-3)**

This course helps to fulfill UH West O'ahu's mission for development of public service activities. Each semester the course will focus on one or more of the following activities: tutoring and/or mentoring immigrant students and/or their parents, working with community resource people, conducting research on Hawai'i's multi-cultural communities and issues of importance to them, participating in workshops that will provide appropriate background and training for these activities. Requirements: 8 hours per week (on-site, workshops, etc.). (Cross-list HUM 491)

Note: This course can also be used as a senior practicum site, with the approval of the student's Faculty Advisor. Students

participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI -98 Selected Topics in Social Sciences (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **SSCI -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with instructor.

## **SOCIOLOGY (SOC)**

### **SOC 100 Survey of General Sociology (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course introduces the tools used by sociologists to explore and understand society. Social relationships, social structures and processes are explored through major concepts, theoretical perspectives and methods used by the discipline. (DS)

### **SOC 180 Introduction to Globalization and Society (3)**

This course focuses on the study of globalization practices from a sociological perspective since the 16th century. The core theme of this course is how macro- and meso-societal processes impact individual lives in cross-national settings. It also examines the effect of globalization on socioeconomic structural formation and cultural turns in national societies. This course will emphasize the sociological perspectives studying the local- global linkages, as well as the development of globalized social institutions with an emphasis on comparative analysis of the structural and cultural domains of the global socio-economic development and global inequalities. (FGB)

### **SOC 213 Sociology of Work (3)**

This course examines the changing nature and social organization of work. Topics include labor history and labor organization, employment and unemployment, occupations, impact of technology, and the ways that the status of race, gender, and/or class shape experiences with work. (FGB)

### **SOC 300 Principles of Sociological Inquiry (3)**

This course focuses on the linkage between sociological theories and sociological methods. Special emphasis will be given to the following procedures: (1) introduction to and implementation of quantitative data collection modes and analytical techniques such as survey analysis, secondary quantitative data analysis, quantitative text analysis, topic extraction, topic mapping and topic modeling; (2) introduction to and implementation of qualitative

data collection and analytic techniques including preparation of semi-structured and unstructured interview questionnaires, field notes collection and organization, and interpretive analytic techniques via analysis of scripts, documents and images.

### **SOC 309 Sociology of the Body (3)**

This course draws from several areas of sociological research, including gender, race, sexuality, aging, disability, and health. In this class, key themes explored include: defining what counts as a body, visible and hidden embodiments, bodies in a cross-cultural context, structural processes that contain and restrain bodies, categorizing bodies, marginalization of anomalous bodies and ableism, working bodies, embodying resistance, bodily transformations, microscopic body parts, embodiment without bodies, and the life and death of the body.

### **SOC 311 Social Stratification (3)**

This course provides a study of the tendencies and problems involved in the distribution of wealth, power, status, and prestige in different kinds of social systems.

### **SOC 312 Social Movements (3)**

Pre: SOC 100 or instructor approval.

This course explores the impact of social movements and revolutions on structural and cultural changes in modern societies. Emphasis will be given to the interplay between theoretical and methodological approaches explaining the meaning of social action in collective manner. Contemporary events in the U.S., the E.U. Latin America and Africa will be thorough discussed. Also, emphasis will be given to the role and the implications of collective behavior shaping social realities. This course will cover a range of topics including, the history of labor movements in Europe and the U.S., the cultural revolution in China, the great October socialist revolution in Russia, the fascist revolution in Italy, the classical anarchist social movement, the black power movement, the international human rights movement, the Arab Spring, occupy Wall Street and more. Finally, the role of social movements in cultural and structural shifts will be discussed.

### **SOC 315 Digital Society and Big Data (3)**

Pre: ENG 100 and SOC 100; or instructor approval.

This course focuses on the societal repercussions of new information technologies in modern societies. Emphasis will be given on vanguard structural and cultural sociological theories denoting the impact of developing and establishing digital societies. The concepts of digital citizenship, digital power and exploitation, digital activism, and communities of meaning, are extensively covered. This course will also introduce several modern conceptualization approaches on Big Data emphasizing the ethical considerations, cultural interpretations and symbolic meanings.

### **SOC 321 Survey of Sociological Theory (3)**

Pre: SOC 100.

This course introduces students to the foundations of sociological theory, from its classical roots to its contemporary branches. Beginning with sociology's "Big Three", Marx, Weber, and Durkheim, this course examines many of the central concepts, analytic frameworks and theories social researchers use to understand and explain the social world. (Previously SOC 470)

### **SOC 324 Race and Ethnic Relations (3)**

A general survey of the field of race and ethnic relations with attention to general processes operating in intergroup contact. Areas to be covered include the social construction of race and ethnicity, the social histories of selected American minorities, the structure of intergroup relations, and the nature, forms and consequences of prejudice and discrimination. (DS)

### **SOC 329 Organizations, Individuals, and Society (3)**

This course provides an analysis of rationally designed systems of interpersonal behavior. The characteristics, attributes, and problems of bureaucracies such as government, business, and non-profit agencies are considered, as are alternatives to bureaucracies.

### **SOC 330 Reproductive Justice and Health (3)**

Pre: ENG 200.

This course provides an interdisciplinary overview of reproductive health issues and the theorizing of feminist, medical social scientists, and public health scholars; with a focus on indigenous and ancestral practices surrounding prenatal care, birth, and postpartum care. Topics reviewed will include the anatomy and physiology of the human reproductive and sexual systems, the social construction of health problems as they pertain to these systems; the essentialization of women as reproducers; reproductive health rights and choices; the effects of racism, poverty, sexism, violence, and inhumane conditions on reproductive health; and the role of the institution of healthcare and healthcare providers in reducing disparities in adverse health outcomes. (Cross-list BIOL 330)

### **SOC 334 Deviant Behavior (3)**

This offering focuses on the action systems occurring outside the range of institutional expectations. The analytical tools of sociology (e.g., race, status, reference group, opportunity structure) are applied to facilitate an understanding of aberrant behavior.

### **SOC 341 Survey of Social Psychology (3)**

The study of social behaviors from an interdisciplinary approach. Topics will include interpersonal and intergroup relations, class and cultural influences, group dynamics in prosocial and antisocial behavior, and social change.

**SOC 352 Sociology of Education (3)**

The relationship between education and society is examined from a variety of sociological perspectives and empirical studies. Topics include social mobility and stratification, schools as organizations, and the dynamics of race, class, and gender in education.

**SOC 353 Survey of Sociology of Aging (3)**

The study of aging in socio-cultural context, with emphasis on theories, methodologies, and research findings in the field. Topics include the status and roles of the aged, demography of aging, resources and social services and the elderly, employment and retirement, and personal and societal responses to aging. (Previously SOC 411) (DS)

**SOC 354 Survey of Medical Sociology (3)**

Pre: Placement in ENG 100 or consent.

Social factors in disease and treatment; illness behavior, roles of patients and healers; nature of healing professions; use of medical services; alternative systems of medical organization. (DS)

**SOC 355 Death, Dying and Bereavement (3)**

Recommended: An upper-division course in Anthropology and/or Sociology and one writing-intensive focus course.

This course examines the concepts, theories and principles related to death, dying and bereavement. An analysis of the needs and concerns of life-threatened individuals and survivors will be conducted. Emphasis will be placed upon effective support and grief recovery skills. Various social, psychological, cultural, and societal perspectives on dying and grief will be investigated. (Cross-list ANTH 355)

**SOC 362 Gender, Culture, and Society (3)**

An exploration of gender in individual, social, and cultural contexts. Examines the interrelationship of biological and environmental factors, socialization processes, institutional contexts, and prospects for change and gender equity.

**SOC 369 Sociology of Men and Masculinities (3)**

Pre: SOC 100

This course is an introduction to the field of Men's Studies and how masculinity organizes and influences individuals, social interaction, organizations, social institutions and cultures. Topics include: general perspectives on masculinities, cross-cultural and ethnic perspectives on masculinities, boyhood, coming of age issues, variations in male experience by social class, race/ethnicity, age and sexual orientation, men and work, men and health, men in relationships, male sexualities, men in families, men and media and men's movements.

**SOC 412 Analysis in Population and Society (3)**

Pre: SOC 100 and ENG 200; or instructor approval.

This course examines the Global and U.S. patterns of population growth, population size composition and distribution. Emphasis will be given to calculation of fertility; mortality; and migration rates, health, age, family and household transitions. Also it provides students with basic information and training in elementary demographic techniques; development issues and population policy.

**SOC 413 Analysis in Economy & Society (3)**

This course will examine patterns of economic change and its impact on society. Emphasis will be given to the effect of international economic policy and the reformation of social structures in industrial and postindustrial national economies. Topics will cover the range of macro and meso level of analysis explaining and exploring the phenomena of global economic inequality, unemployment, income distribution, gender relations, and the organizational structures of international financial institutions.

**SOC 431 Juvenile Delinquency (3)**

An analysis of the different forms of juvenile deviance, their causes, means of social control, and societal responses. (Cross-list PUBA 431)

**SOC 436 Gender and Crime (3)**

Pre: SOC 100.

A sociological explanation of the intersections between gender, crime, and justice issues using a critical feminist lens. Topics include gender-based violence; masculinities and violence; gender and mass incarceration; gendered patterns in criminality, among others.

**SOC 450 Small Groups (3)**

This course will study the small group as a medium for personal growth and improvement of interpersonal communication skills. Special attention will be given to training in the dynamics of group participation and leadership. (Cross-list PSY 450)

**SOC 451 Analysis of Marriage and the Family (3)**

This course emphasizes a critical examination of socio-historical continuities and discontinuities in family formations, family dynamics, family activities, and family dissolution. Theoretical and methodological analysis and policy implications will be emphasized.

**SOC 456 Peoples of Hawai'i (3)**

An interdisciplinary course utilizing a variety of theoretical perspectives for examining the creation of Hawai'i's multi-ethnic culture and society. Topics include the foundation provided by the indigenous culture, changes wrought by cultural contacts, demographic changes, and social movements. (Cross-list HPST 456)

**SOC 459 Sociology of Popular Culture (3)**

Pre: SOC 100.

Application of sociological theories and concepts to the study of popular culture as manifested in social media, fashion, sports, films, magazines, TV, etc.; examination and analysis of the meaning, values, identities, expressions, institutions, larger trends and social influences related to contemporary popular culture.

**SOC 469 Sociology of Sexuality (3)**

Pre: SOC 100 and placement in ENG 100; or consent of instructor.

Application of sociological theories and concepts to the study of human sexuality; examination and analysis of the sexual meaning, values, identities, expressions, institutions, larger trends and social influences related to contemporary sexuality.

**SOC 479 Applied Sociology: Community-Based Participatory Research in Health (3)**

The intellectual focus of the course is on theories, using CBPR as an arena for studying basic topics in social stratification, power and influence, group dynamics, conflict resolution, social organization, socialization, and the broad context of social values. In addition, the course will review the general principles and strategies of CBPR, the practical and ethical issues in collaborating with communities, quantitative and qualitative techniques used in CBPR, and explore the interpersonal skills necessary to collaborate effectively with constituencies in geographic communities, communities of interest, and organizations in action-oriented health research initiatives in Hawai'i.

**SOC -98 Selected Topics in Sociology (v 1-6)**

Topics selected will vary with student interests; emphasis will be on relevancy and application of theory and analysis to problem solving. Example: The Japanese Community in Hawai'i. Course content will vary. May be repeated for credit.

**SOC -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**SPECIAL EDUCATION (SPED)**

Restricted to Education majors.

**SPED 304 Foundations of Inclusive Schooling (3)**

Pre: EDEF 200 and EDEF 201 with a grade of C- or higher, or concurrent enrollment.

This course explores historical, legal, social, political and economic foundations of special education. Teacher candidates will explore strategies that work effectively with students with disabilities, their families and professionals to understand the culture of disability. Particular attention will be paid to dif-

ferentiating instruction. There are 20 hours of service learning required as part of this course. (DS)

**SPED 325 Positive Behavior Interventions & Supports: Managing Academic & Social Behavior (2)**

Pre: ENG 200; EDEF 200 and EDEF 201 with a grade of C- or better; and completion of or concurrent enrollment in SPED 304.

Coreq: SPED 326.

In this course, teacher candidates learn the principles of Positive Behavior Interventions and Supports (PBIS) to establish a safe and nurturing learning environment that engenders the respect to foster an inclusive community of learners. Teacher candidates will conduct a functional assessment of behavior, develop and implement a positive behavior change plan.

**SPED 326 Special Education Early Field Experience (1)**

Pre: ENG 200; EDEF 200 and EDEF 201 with a grade of C- or better; and completion of or concurrent enrollment in SPED 304; and evidence of liability insurance and a cleared Hawai'i DOE criminal history check.

Coreq: SPED 325.

This course provides 45 hours of supervised field experiences that engage the pre-service special education teacher candidate in a professional learning community while reflecting on ethical principles and professional practice standards through required seminars. Mandatory CR/NC.

**SPED 405 Educating Students with Disabilities (3)**

Pre: APTE approval\*.

Coreq: EDEE majors - EDEE 402, EDEF 404, and EDEE 406; or EDML majors - EDUC 410; EDEF 404 and EDML 430; or EDSE majors - EDUC 410; EDEF 404 and EDSE 430.

An introduction to collaborative strategies, and evidence based practices to support learners of diverse abilities in an inclusive learning environment. Methodologies focus on responsive instructional practices such as Universal Design for Learning, differentiated instruction, progress monitoring, curriculum based measurements, and multi-tiered frameworks such as Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). Teacher candidates complete 45 hours of practicum in an inclusive classroom environment through concurrent enrollment in EDEE 406 for Elementary Education teacher candidates and EDML 430 for Middle level and EDSE 430 for Secondary Education teacher candidates.

**SPED 420 Language & Learning: Interventions for Communication & Literacy (3)**

Pre: SPED 405, SPED 325, and SPED 326.

Coreq: EDEE 440 or EDML 440 or EDSE 440 or SPED 470.

In this course teacher candidates develop an understanding of language development and disorders and the impact of



language on learning. Topics will include an examination of current reading theory and research and its implications for assessment, instruction and interventions for students at risk for or experiencing reading failure. Emphasis will be on the use of effective evidence-based, high leverage practices in the prevention and remediation of language and literacy development for P-12 students with print disabilities. This course includes 30 hours of practicum experience concurrent with EDEE 440, EDML 440, EDSE 440 or concurrent providing supplemental and/or intensive intervention in English Language Arts (ELA), or concurrent enrollment in SPED 470.

### **SPED 450 Special Education Methods (9)**

Pre: Application for Professional Teacher Education Program (APTE) approval; SPED 304, SPED 325 and SPED 326, all with a grade of C- or higher.

This course provides a comprehensive overview of specialized instruction for students with a range of disabilities that impact learning. The course applies an understanding of the legal, ethical, social emotional and academic aspects of individualized educational planning, assessment and positive behavior support to develop evidence-based strategies for specialized instruction.

### **SPED 459 Evidence-Based Practices for Students with Mild to Moderate Disabilities (2)**

Pre: SPED 304, SPED 325, and SPED 326 with a grade of C- or higher. For Middle-Level/Secondary Education Majors: Completion of or concurrent enrollment in EDEF 345.

For Elementary Education Majors: Completion of or concurrent enrollment in SPED 405.

Coreq: Enrollment in one of the following courses: SPED 470 or SPED 460.

This course provides the special education teacher candidate with core knowledge and application of specialized instruction. Teacher candidates will develop pedagogical skills for collaboratively teaching core content curriculum in oral language, reading, writing and math to students with academic and behavioral deficits. Teacher candidates will apply their understanding of evidence-based practices to design and implement individualized instruction for students with mild to moderate disabilities. Through field experience, teacher candidates will practice skills in collaborative development of standards-based individualized instruction.

### **SPED 460 Enhanced Special Education Mild to Moderate Practicum (1)**

Pre: SPED 304, SPED 325, and SPED 326 with a grade of C- or higher.

Coreq: SPED 459; and EDEF 345 or EDEE 406 or SPED 470.

This practicum course includes 30-hours of field experience in a special education learning environment serving students with mild to moderate, high incidence disabilities. Under the guidance

of a special education mentor teaching, and a university supervisor, the teacher candidate will participate in progress monitoring, data collection and analysis, identifying instructional accommodations, and observing how the individual education plan is used to guide specialized instructional planning.

### **SPED 463 Enhanced Special Education Intellectual Disabilities and Autism Practicum (1)**

Pre: SPED 304, SPED 325, and SPED 326 with a grade of C- or higher.

Coreq: SPED 464 and EDEE 426 or EDML 430, or EDSE 430 or SPED 470.

This practicum includes 30 hours of field experience in a special education learning environment, serving students with cognitive disabilities, developmental disabilities, autism, and low incidence disabilities. Under the guidance of a special education mentor teaching, and a university supervisor, the teacher candidate will participate in progress monitoring, data collection and analysis, identifying instructional modifications, functional curricula, and inclusion of students with severe disabilities into an inclusive school environment. Mandatory CR/NC.

### **SPED 464 Evidence-Based Practices for Students with Severe Developmental Disabilities (2)**

Pre: SPED 304 and SPED 325 and SPED 326, all with a grade of C- or better.

Coreq: SPED 470 or SPED 463.

This course provides an overview of the curriculum priorities for students with severe developmental disabilities (e.g., intellectual disability, autism spectrum disorders). A balanced view of teaching academic content aligned with state standards, and functional life skills is presented. The modules also include information on instructional strategies, progress monitoring, assessment, transition planning, and selection of assistive technology and other supports.

### **SPED 470 Special Education Practicum (3)**

Pre: SPED 304, SPED 325, SPED 326, SPED 405 and SPED 450 with a grade of C- or better.

A 60-hour supervised field-experience with weekly seminar focusing on developmentally appropriate and culturally relevant individualized special education services for students with moderate to severe disabilities. The grade level of the field experience placement will correspond to the B.Ed. concentration that the teacher candidate is dually enrolled (K-6, 6-8 or 6-12). Seminar topics are divided into five categories including Ethics, Collaboration, Assessment, Transition Planning, Social/Behavioral and Individualized Instructional Planning.

### **SPED 481 Enhanced Special Education Transitions and Assessments Practicum (1)**

Pre: SPED 304, SPED 325, SPED 326 with a grade of C- or higher.

Coreq: SPED 480; and EDEE 466 or EDML 440 or EDSE 440 or SPED 470.

This practicum course includes 30-hours of field experience in a special education, serving students with disabilities focusing on the skills needed to prepare students with disabilities for transitions (Early childhood to Elementary, Elementary to Middle School, Middle to High School or post high school transition planning. Under the guidance of a special education mentor teaching, and a university supervisor, the teacher candidate will participate in assessments of the use of assistive technology, and identifying universal design strategies to promote inclusion of students with disabilities into an inclusive school environment during transitions. Collaboration with families and community-based partnerships will be emphasized. Mandatory CR/NC.

### **SPED 482 21st Century Learners with Disabilities: Interventions for STEM (2)**

Pre: APTE approval; SPED 325, SPED 326, SPED 405 with a grade of C- or higher.

Coreq: SPED 470 or SPED 481.

In this course, teacher candidates will develop the skills to ensure that students with disabilities have inclusive access to evidence-based practices for inclusive STEM education. Teacher candidates will apply principles of differentiated instruction and universal design to differentiate lessons in STEM education. Additionally, teacher candidates will advocate for inclusive STEM educational opportunities that equip students with disabilities with 21st century learning skills, and digital citizenship skills necessary for successful transitions to STEM related college and career opportunities.

### **SPED 490 Inclusive Student Teaching (12)**

Pre: Admission to Professional Student Teaching semester with optional licensure pathway in special education; successful completion of SPED 470 with a grade of C- or higher; 2.75 or higher GPA for methods and practicum courses; 2.5 overall GPA. Passing score on the Special Education Core Knowledge and Application Praxis Exam (#5354).

Coreq: SPED 492.

Inclusive student teaching is a full-time, 15-week, supervised classroom experience in an educational setting with students with and without disabilities. The 450 hours of required teaching experience will be equitably divided between students in both general education and students receiving special education services. A gradual release of responsibility by the special education mentor teacher leads to a minimum of 15 days of solo teaching. Mandatory CR/NC.

### **SPED 492 Inclusive Student Teaching Seminar (3)**

Pre: Admission to Professional Student Teaching semester with optional licensure pathway in special education; successful completion of SPED 470 with a grade of C- or higher; 2.75 or higher GPA for methods and practicum courses; 2.5 overall

GPA. Passing score on the Special Education Core Knowledge and Application Praxis Exam (#5354).

Coreq: SPED 490.

This seminar course prepares the teacher candidate for the professional responsibilities associated with providing special education services in an inclusive setting. The course is designed to promote open discussion through active inquiry related to collaboration, family engagement, individualized educational planning, planning and delivery of standards-based differentiated instruction, data collection, assessment, progress monitoring, and positive behavior intervention and support.

## **SPEECH (SP)**

### **SP 151 Personal and Public Speaking (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is designed to give students experience in public speaking, as well as to introduce students to the field of communication. The course is divided into four areas: 1) principles of communication, 2) interpersonal communication, 3) group and team communication, and 4) public communication. (DA)

## **STUDENT DEVELOPMENT (SD)**

### **SD 100 (alpha) The University Experience (1)**

Pre: Placement in ENG 100T or instructor approval.

This course is designed to educate students on how to succeed in their school and college journeys, develop a better understanding of the learning process and acquire intellectual and interpersonal skills and knowledge essential for success in college and in life. Course covers selected themes as noted by the alpha designations. B: Career Exploration; C: College Readiness; D: Financial Wellness; E: Academic Success & Learning Strategies; F: Leadership & Community; G: Social Emotional Confidence; H: Health & Wellness; I: Living Ha. May be repeated for credit with a different alpha.

### **SD 101 Summer Bridge (1)**

Summer Bridge is a course that introduces first-time freshmen to University of Hawai'i – West O'ahu environment and college experience prior to entering the fall term. This course provides a bridge to help freshmen transition high school to college and assists these students by exposing them to college-level expectations in English, math and science coursework. The course also includes college study skills enrichment, and provides the opportunity to build relationships and network with their peers, faculty and staff.

**SD 102 Identity, Place and Culture (1)**

This course explores the basic notion of identity and sense of place in the context of personal development in an identified cultural setting. Students will engage in personal examination of culture and education as influential components of personal identity. Drawing from concepts rooted in Hawaiian values, practices and education, students will analyze their connection to their place, their understanding of self-identity, and their journey as a student and lifelong learner.

**SD 103 First Year Experience (3)**

Pre: Placement in ENG 100 or consent of instructor.

This course is designed to orient first-time students to a college setting. Students will learn 1) the tools techniques, methods, procedures, processes, skills, resources, and attitudes for success; 2) the programs and services of a post-secondary institution of higher education; and 3) to design a personal, comprehensive, post-secondary academic plan.

**SD 105 (alpha) Career and Major Exploration (1 or 3)**

A systematic exploration of individual values, personality, interests, skills, and career resources. Emphasis is placed on decision making, defining goals, and developing strategies to achieve those goals. B: Career and Major Exploration, Knowing Myself, Knowing My Options, Making a Decision (3 cr); C: Knowing Myself (1 cr); D: Knowing My Options (1 cr); E: Making a Decision (1 cr). Repeatable with a different alpha (C, D, and E only) up to 3 credits.

**SD 205 Career Readiness (3)**

The purpose of this course is to engage students in self-reflection and workplace skill enhancement and career readiness, including critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. Career readiness is defined by the National Association of Colleges and Employers as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.”

**SD 250 Personal Development for Effective Teams (3)**

Pre: Completion of or concurrent enrollment in ENG 100.

Exploration and application of basic leadership theories and processes which foster personal and interpersonal development via cognitive experiential classroom methods and mentoring relationships with others.

**SD 305 Job Search Strategies (3)**

Pre: ENG 100 or instructor approval.

This course provides an opportunity to learn and understand the different strategies a job seeker should employ in today's job market. Knowing your preferences, your options, and your

goals will help you develop a sound job-search strategy and career development plan.

**SD 360 Dynamics of Effective Leadership (3)**

Theoretical approaches and an experimental orientation toward leadership in organized, team settings via classroom activities and practicum experiences with student organizations, worksites, community groups, etc.

**SD 370 Peer Leadership Education & Mentoring (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

Theoretical explorations and a supervised practicum experience in student peer leadership education and mentoring for students who will facilitate new student orientation sessions and conduct peer mentoring during the regular academic term. May be repeated once; maximum 6 credits.

**SD 371 Applications of Peer Leadership Education & Mentoring (3)**

Pre: ENG 100 and SD 370 or instructor approval.

A continuation of theoretical explorations covered in SD 370. Includes a structured, supervised practicum experience in peer leadership education and mentoring for students who will facilitate and conduct peer mentoring in their practicum sites.

**SD -98 Selected Topics (v)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

**SD -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with instructor.

**SUSTAINABLE COMMUNITY FOOD SYSTEMS (SCFS)****SCFS 120 'Āina/Place-Based Education (3)**

This course provides strategies and skills for effectively conceptualizing, planning, and implementing 'Āina, place and community-based education with a focus on sustainability and environmental stewardship. Using participatory action research (PAR), students will research and plan a community-based education project that links the university and local community. Through project development, research and course readings and assignments, students will enhance academic writing and oral communication while developing project management and leadership skills. (Cross-list EDUC 120)

**SCFS 121 Garden Education (3)**

This course provides strategies and skills for effectively conceptualizing, planning, and implementing Garden Education into the school curriculum. (Cross-list EDUC 121)

**SCFS 201 Intro to Ahupua'a-Hawaiian Natural Resource Management (3)**

An introductory course that will provide an understanding of Hawaiian natural resource management through the study of connections found between land and sea. Exploring historic as well as current documentation and case studies, students will learn about pre-European contact Hawaiian resource management. In addition, students will learn how Hawaiian based environmental management practices are still alive today and can provide valuable insights into today's multifaceted environmental issues. It will help to lay a foundation of understanding through the concept of ahupua'a as it was developed by Hawaiian ancestors and set the stage for exploration into how this concept is still relevant to modern Hawaiians and the contemporary mainstream society.

**SCFS 210 Introduction to Agroecology & Sustainable Agriculture (3)**

Pre: ENG 100.

Recommended: BIOL 124 and ENG 200.

This lower-division course provides a comprehensive analysis of farming systems through the scientific discipline of agroecology. Agro-ecology (agriculture and ecology) is a scientific discipline that uses the biophysical sciences and ecological theory to study and inform the design, and management of agricultural ecosystems that are productive and resource conserving. Topics addressed in the course include: the history and development of modern agriculture; the ecological and social impacts of modern agriculture; the academic field of agro-ecology; the agroecosystem concept; key biophysical processes in agricultural ecosystems; principles and practices of ecologically based soil fertility and pest management; the role of biodiversity in ecosystem functioning in agriculture; and sustainable agriculture for the future.

**SCFS 295 Food Systems & Sustainability (3)**

This course is designed to provide students with an in-depth understanding of the various intersections between food, agriculture, and sustainability. Using the text *Food and Sustainability* by Oxford University Press as a guide, students will explore the environmental, economic, and social impacts of food systems and develop a critical perspective on current issues related to food production and distribution. Analysis of food systems will scale from global to regional food systems. Through analytical research, students will explore pressing social, ecological, public health and cultural issues in the food system of Hawai'i.

**SCFS 300 Survey of Sustainable Community Food Systems in Hawai'i (3)**

Pre: ENG 100 and upper division standing, or instructor approval.

Drawing extensively from the experiences of farmers and food systems professionals, the course provides a social and ecological analysis of the existing food and farming systems of Hawai'i. Discussion of the key social, economic, and political obstacles to greater sustainability in the Hawai'i food system will be emphasized.

**SCFS 310 Agroecology: The Science of Sustainable Agriculture (3)**

Pre: ENG 200; BIOL 124 or SCFS 300 or SCFS 320 are highly recommended.

This 3-unit seminar provides a comprehensive analysis of global farming systems through the scientific discipline of agroecology. Topics addressed include: the history and development of modern agriculture; the ecological and social impacts and risks of modern agriculture; the academic field of agro-ecology; the agro-ecosystem concept; key biophysical processes taking place in agricultural ecosystems; principles and practices of ecologically based soil fertility and pest management; the role of biodiversity in ecosystem functioning in agriculture; ecological indicators of agro-ecosystem sustainability; comparative analyses of the environmental performance of conventional and ecologically based agro-ecosystems; and socio-economic interactions with biophysical factors.

**SCFS 315 Wild Game Management and Processing (3)**

Pre: ENG 100.

This course provides an analysis of wild game management and processing techniques. It will cover techniques utilized in wild game management including the importance of healthy safe food processing techniques and will also demonstrate how managing wild game can be another relevant component to helping fix today's global issues of natural resource management and food security.

**SCFS 320 Theory and Practice of Sustainable Agriculture (3)**

Pre: ENG 100; BIOL 124 recommended.

This experiential and hands-on course explores both the theory and practice of sustainable agriculture. The fundamentals of horticulture science and the application of ecological principles to the design and management of certified organic horticultural systems will be emphasized. Involves hands-on learning labs in UH West O'ahu Student Organic Garden.

**SCFS 335 Politics of Food (3)**

Pre: ENG 100; ENG 200 recommended.

In this course, students will learn about the processes of food



production and how government and corporate involvement have changed the way society eats. We will discuss how food has shaped global history. This class should serve as a space to question our assumptions about political issues surrounding food production and consumption, the links between agribusiness and the food we put on our respective tables, as well as a new way of understanding food issues through a political perspective. (Cross-list POLS 335) (DS)

### **SCFS 336 Politics of Water (3)**

Pre: ENG 100; SCFS 300 recommended.

With current events surrounding water issues locally, nationally, and globally, this class will examine water policies in Hawai'i, nationally, and from a global perspective. Local, national, and international cases will be analyzed as examples of political protest and activism surrounding water policy and politics and how they have the potential to impact daily life. Students will learn how government and corporate involvement have changed the way water is distributed as well as how access to water has shaped Hawai'i/Hawaiian history, along with a larger national and global historical and political context. (Cross-list POLS 336)

### **SCFS 340 Food Sovereignty, Nutrition & Human Well Being: Reconnecting Food, Nature & Community (3)**

Pre: ENG 100.

This is an upper division survey course that explores the human right to food, the relationship between food and health, and issues of ecological sustainability and social equity in the food system.

### **SCFS 345 Native Planters: Traditional Agriculture Systems of Hawai'i & the Pacific (3)**

Pre: ENG 200, upper division standing or permission of instructor.

This 3-unit lecture and field course provides an analysis of pre-and post-contact traditional food and farming systems of Hawai'i and the Pacific Islands. Drawing extensively from selected texts, peer-reviewed literature in the natural and social sciences, and the experiences of practitioners of traditional food ways in Hawai'i today, the course seeks to develop a deep understanding of the botany, horticulture, ecology and culture of indigenous natural resources management systems of Hawai'i and the Pacific. (Cross-list HPST 345)

### **SCFS 350 Natural History of Bees, Beekeeping & Honey Hunting (3)**

Pre: 100 level biology course and ENG 200; or instructor consent.

This course provides a comprehensive overview of European honeybee natural history, ecology and biogeography. The role of sustainable agriculture and pollinator conservation will be emphasized.

### **SCFS 360 Survey of Literature on Agriculture, Food & the Environment (3)**

Pre: ENG 200.

This course is designed to engage students in the study of agriculture and the food system through close reading and analysis of key literary works. Drawing from fiction and non-fiction literature, students will be exposed to a critical retelling of the history and future of food and agriculture. Literary methodology will be used to develop the close-readings skills essential to any critical approach to literature.

### **SCFS 361 Introduction to Geographic Information Systems (3)**

Pre: ANTH 210; or ANTH 481; or SCFS 300 (completed or concurrent).

Geographic Information Systems (GIS) have become popular in many industries and multidisciplinary field of study over the past 20 years. Having experience with GIS will broaden the opportunities of the student and challenge them to visualize their environments in new ways. This course is designed to introduce the basic concepts of GIS and implement them with hands on tutorials and lessons. (Cross-list ANTH 361)

### **SCFS 370 Ahupua'a - Hawaiian Natural Resource Management from Mountain to Sea (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course focuses on Hawaiian Natural Resource Management. It will provide an in-depth understanding of Hawaiian natural resource management through the study of connections found between land and sea. Exploring historic as well as current documentation and case studies students will learn Natural Resource perspectives of Hawaiians pre-European contact. In addition, Students will learn how Hawaiian based environmental management practices are still alive today and can provide valuable insights as we as a greater society look to living more sustainably. The course is designed to examine many different facets of Hawaiian knowledge through readings, case studies, and field trip visits. Topics to be discussed include but are not limited to: place names, mo'olelo, chant and songs, and environmental relationships as a means to exploring and incorporating diverse perspectives in science based land management practices. In the process, students will become familiar with various methods of knowing a place and researching through Hawaiian sources online and in the library. It will help to lay a foundation of understanding through the concept of ahupua'a as it was developed by Hawaiian ancestors. Students will also see and learn about how this concept is still alive today, along with some of the struggles resource managers face when implementing the ahupua'a concept to resource management.

### **SCFS 385 Loko I'a & Near Shore Fisheries Management of Hawai'i (3)**

This course focuses on Hawaiian fisheries management past

present and future. Centered around readings, case studies, guest presenters and field trips students will learn about Hawaiian based understandings of historical fisheries management. Included in this course will be in depth discussions about how and why Hawaiians designed built and managed fishponds before Euro-American contact. In addition, the course will focus on teaching how many of these cultural practices are still relevant today. This course will include field trips to current fishponds that are being restored as a means to see current strategies for rebuilding and restoring Hawaiian fishpond and near shore fisheries for a more sustainable future.

### **SCFS 415 Mahi 'ai Kalo: Hawaiian Taro Production (3)**

This course will provide and in depth understanding of Hawaiian lo'i agricultural practices both before and after Euro-American contact. Through readings, guest presenters, and field trips students will learn and experience first-hand the intricacies within Hawaiian cultural and scientific understandings within lo'i kalo. In addition, this course will examine how these understandings are as relevant today and, in the future, as they were in the past.

### **SCFS 450 Climate Change, Food Security, Resilience & Equity (3)**

Pre: Completion of or concurrent enrollment in BIOL 124 or MET 209; and ENG 200; and junior/senior standing. This course provides an analysis of biophysical, socio-economic and political aspects of global climate change as it relates to agriculture and food security at the international, national and regional level. The course will explore the most current scientific findings on trends in anthropogenic climate forcing and the anticipated impacts on global and regional food systems; and it will examine specific climate change vulnerabilities of the industrial and globalized model of food production and distribution and evaluate the efficacy of agroecology and community-based food system. In addressing the climate change and food security crises.

### **SCFS 455 Traditional Ecological Knowledge and Food Systems Management (3)**

Pre: ENG 100.

This course provides an in-depth understanding of how indigenous worldview shapes education, on the ground management, and policies of food systems management. Students will learn about indigenous perspectives and relationships to place have continued to shape food systems through natural resource management. In addition, students will learn about how understanding diverse perspectives can help provide more encompassing answers to the complex multilevel environmental issues we are facing today, leading to a more sustainable future.

### **SCFS 460 Creating an Ecological Society: Toward Systemic Transformation (3)**

Pre: ENG 200.

Recommended: SCFS 300, SCFS 310, SCFS 320, SCFS 484. This seminar provides a comprehensive analysis of the need, opportunities and obstacles for creating an ecologically sustainable and social just human society. Topics addressed include the following: analyses of global ecological change and impacts and risks to human society; the political, economic and social drivers global ecological change; the role of capitalism as a political-economic system in generating impacts to biosphere and human development; developing resilient social-ecological systems; ecological approaches to fulfilling human needs; living in an ecological society; systemic transformation as a means for creating an ecological society.

### **SCFS 484 Agriculture, Food and Human Values (3)**

Pre: ENG 200.

This course is designed to engage students in the study of the moral status of non-human beings and ethical decision-making as it relates to our food, agriculture and the environment. Students will analyze and deliberate upon the relevance and applicability of a range of ethical positions to contemporary issues in food, agriculture and the environment in order to help them make more clear and ethically determined judgments.

### **SCFS 485 Cross-Cultural Environmental Ethics (3)**

Pre: ENG 200

This course is designed to engage students in the study of comparative environmental ethics, surveying the diversity of moral and ethical traditions human cultures have developed in relationship to the non-human world.

### **SCFS 490 Sustainable Agriculture Practicum (3)**

Pre: One 300-level SCFS class, and instructor approval.

This practicum is designed to integrate the theory and practice of ecologically based agriculture through experiential and hands-on learning on commercial farms in Hawai'i.

## **WOMEN'S STUDIES (WS)**

### **WS 151 Introduction to Women's Studies (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Introduction to feminist interdisciplinary analysis from global and critical perspectives; relationships between women and men from Asia-Pacific, Hawaiian, and other cultures, with a focus on gender, race, class, and sexual dynamics; exploration of women's negotiations with institutional dynamics. (DS)

**ZOOLOGY (ZOOL)****ZOOL 101 Principles of Zoology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: ZOOL 101L.

This course is an introduction to the study of animal life. basic principles of biology will be covered, including the mechanisms of digestion, circulation, osmoregulation, excretion, locomotion, nervous activity, and reproduction in representative animals. The evolution of animals and the mechanisms of genetics and evolution will also be covered. The interactions of organisms with their environment and basic ecological principles will be investigated. This course is designed for the non-science major.

**ZOOL 101L Principles of Zoology Laboratory (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: ZOOL 101.

This course is a laboratory course to provide an introduction to the study of animal life. The basic principles of biology will be covered, including the mechanisms of digestion, circulation, osmoregulation, excretion, locomotion, nervous activity, and reproduction in representative groups of animals. The evolution of animals and the mechanisms of genetics and evolution will also be covered. The interactions of organisms with their environment and basic ecological principles will be investigated. This course is designed for the non-science major.

**ZOOL 200 Marine Biology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: ZOOL 200L.

This course is an introduction to the biological, chemical, and physical characteristics of marine environments, with a focus on Hawai'i. Hawaiian marine animals and plants, their ecological relationships, structures, and systematics will be investigated. Various shallow water habitats on O'ahu, including tidepools, mudflats, and coral reefs, will be explored. The use and pollution of these environments will be discussed. (DB)

**ZOOL 200L Marine Biology Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: ZOOL 200.

Zoology 200L is an introduction to the biological, chemical, and physical characteristics of marine environments, with a focus on Hawai'i. Hawaiian marine animals and plants, their ecological relationships, structures, and systematics will be investigated. Various shallow water habitats on O'ahu, including tidepools, mudflats, and coral reefs, will be explored. The use and pollution of these environments will be investigated. (DY)

**ZOOL 450 Natural History of the Hawaiian Islands (3)**

Pre: BIOL 101 or BIOL 123 or BIOL 171 or consent of instructor.

Geography, geology, climatology, biotic environment of the Pacific Basin and Hawaiian Islands; endemism and evolution in terrestrial and marine biota of islands.