

Interdisciplinary Studies

Interdisciplinary Studies 490 and 498 are for the student completing an individually planned major (for information on the individually planned major see “Major Study Requirements” in the *Academics* section of this catalog).

100 Special Topics in Health Care and Professions

1-4 credits

Offerings under this designation will include both academic and activity courses for students interested in understanding health care systems and in preparing for future careers in the professions. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. Any current offerings follow.

100A ST: Introduction to Health Care and its Professions

Spring

K. Mueller

1 credit

This course is designed to introduce students to the broad scope of health care and the academic and personal competencies necessary for the health professions. The history and evolving roles of the professions; professionalism and ethics in health care; and health care access, delivery, costs, and disparities in the US and around the world. Graded credit/no credit.

100B ST: Health Professions I

Fall

K. Mueller

1 credit

Designed for first and second-year students who are pondering a career in a health profession. Students will explore course and major selection across the liberal arts. The role of shadowing, observation, and volunteer work for discerning a career path in the professions will be presented with an emphasis on universal precautions, air-borne and blood-borne pathogens and the Health Insurance Portability and Accountability Act (HIPAA). Upon successful course completion, students will have met the requirements to participate in shadowing experiences at local Walla Walla clinics and hospital. Activity credit limitation applies. Graded credit/no credit. Open to first and second-year students or consent of instructor.

100C ST: Health Professions II

Fall

K. Mueller

1 credit

This course is designed for students preparing for applications to a post baccalaureate program in the health professions. The course will also direct students in the application process, including preparation for admissions testing, writing of personal statements, obtaining letters of evaluation, interviewing, and financing. Activity credit limitation applies. Graded credit/no credit. Open to third and fourth-year students.

125 Applied Liberal Arts and Sciences

Summer-Spring

Major Advisor

1 credit

This one-credit academic course, approved by the major advisor, and supervised by a member of the Career and Community Engagement Center, connects formal off-campus student experiences in applied settings (e.g., internships) with their academic major. Learning Objectives of the course must allow for enhanced student learning within a student’s major at Whitman College in terms of major-specific knowledge, skills, ethics, problems, or organizational systems or cultures. Assignments may include reflective writing, readings, research, report writing, and presentations. Students are required to meet with the Career and Community Engagement Center regularly, to demonstrate progress and to work to connect the experience to their major. This course is graded by the major advisor on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. Students must have declared a major in order to enroll in this course. May be repeated for a maximum of two credits. Please see the International Student and Scholar Services web page. Graded credit/no credit. *Prerequisite:* Major Declared.

150-151 Special Topics in Interdisciplinary Studies

1-4 credits

Any current offerings follow.

210 Global Returns: Critical Engagements after Study Abroad

Fall

S. Biswas

2 credits

This course is designed for students returning from Whitman Off-Campus Study programs outside the United States, or after other extended international study. It provides students with the tools, perspectives, and a set of targeted assignments to make sense of and communicate with others about their transformative experiences abroad. When students return from study abroad, too often their time away becomes adjunct or ancillary to the rest of their studies. When this happens, opportunities to situate their international experiences within a larger, critical liberal arts framework are diminished or lost altogether. This course offers students an opportunity to return to their global experiences through critical interrogation and reflection on what it means to live in another culture. Students will analyze their off-campus study through the lens of other forms of global encounter, including colonialism, othering, and cosmopolitanism. Students will also assess different ways study abroad has transformed them, including psychologically and politically. In addition to readings and discussions, students will carry out a group project addressing how global issues in the media are framed and presented differently depending on international location. Graded credit/no credit. Distribution area: none. *Prerequisite:* Off-Campus Studies program participation or consent of instructor.

220 Fire and Ice: Canadian Issues and Identity

Not offered 2023-24

2 credits

This team-taught course will begin by providing a basic understanding of Canadian geography, history, politics and culture. Building on that broad foundation, we will study an array of current issues (across disciplinary boundaries) that help to shape Canadian identity today. These may include environmental issues, such as the tar sands; economic issues, such as Canada's apparent insulation from the 2007-2009 global financial crisis; border issues, such as fishing rights and terrorism; and national issues, such as Quebec sovereignty. This rich survey of a range of sociopolitical issues will end with an in-depth study of one specific issue that is crucial to Canadian identity, cultural plurality. We will explore the angst surrounding Canada's multicultural policy and explore a variety of cultural responses ranging from literature to religion and sports. Two meetings per week. Assignments will include a range of quizzes, short written assignments, and a poster presentation.

230 Special Topics in Interdisciplinary Studies

2 credits

Any current offerings follow.

240 Special Topics in Interdisciplinary Studies

3-4 credits

Any current offerings follow.

200 Special Topics in Interdisciplinary Studies

1 credit

Offerings under this designation will be short-term classes and/or seminars of an interdisciplinary nature. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. May be repeated for a maximum of four credits. Any current offerings follow.

300-302 Special Topics in International or Global Studies

1-4 credits

A course which examines a specific topic within the area of international studies. Any current offerings follow.

300 ST: Owning the Wild: Global redefinitions of "dominion" in practice

Fall

Workman

4 credits

The Anthropocene makes hope increasingly hard to find. Each day, as planetary temperatures rise, we doom- and gloom-scroll our screens to find bad or worsening news of dry wells, burning forests, empty

oceans, endangered creatures. Yet in the last few decades a radical but little-known approach to these wild resources is emerging in scattered corners of the world, one that offers us a way to quietly slow, stop, and even reverse degradation of the natural world, building resilience for all species, including our own. The contours of this exciting approach are both new and traditional, unique to people and place, and go by different names, but share a common pattern and an ancient origin. Owning the wild is an oxymoron. Like “taming the savage” or “imprisoning the free,” it seems an inherent contradiction: you can’t have both. Or can you? Can renewable life forces be held, possessed? The phrase, while deliberately provocative, in reality, reveals how cultures around the world—including indigenous peoples in North America—have evolved remarkably similar ways to strike a resilient balance with natural scarcities, to define, defend, and divest formal deed or informal tenure over those same resources. Students will apply lessons that emerge from the readings and test how these tools might be deployed to reverse the declining status of one key resource, assigned to groups of students randomly from the following: 1) an at-risk river basin or aquifer, 2) a threatened, carbon-rich ancient forest, 3) a source of ocean-harvested edible seafood, and 4) an endangered species. In addition to active engagement and participation in class, students will develop a five-minute TEDx-type presentation, a brief government memo defending/advocating a policy, a written op-ed aimed at swaying the public, and a competitive grant proposal making the case for funding your groundbreaking project. There will be a final exam. May be elected as Environmental Studies 303. Distribution: none.

301 ST: Seeing the Aquifer as “Half Full”

Fall

Workman

1 credit

Based on case studies from Morocco, Indonesia, Oman, Spain, Iran, and the Kalahari, students will learn how to design resilient groundwater governance from the bottom up. It is a seven-step course to reverse depletion of the invisible, priceless resource most of the world increasingly depends on for food and water. Note: This course will meet from 2:30-3:50 on seven consecutive weekdays, from September 19 through Wednesday September 27. Distribution area: none.

302 ST: Turning the Tide

Fall

Workman

1 credit

Depressed about ocean health? Head offshore into the heart of a literal “sea change” anchored in the traditions of indigenous fishing communities, aligning people and nature. Seven days to save the sea is a proven approach to slow, stop, and reverse one of the biggest threats to marine health: overfishing. This course will be taught from 2:30-3:50 on seven consecutive weekdays, from Tuesday October 17 through Wednesday October 25. Distribution area: none.

400 O’Donnell Endowment: Special Topics in Applied International Studies

1-2 credits

The Ashton and Virginia O’Donnell Endowment exists to bring to campus individuals who are expert practitioners in global affairs. O’Donnell Visiting Educators will have expertise in international business, diplomacy, social movements, environmental regulation, immigration, engineering, medicine, development, the arts or other areas involving international study. Offerings under this designation will be short-term classes and/or seminars led by the O’Donnell Visiting Educator. Graded credit/no credit. May be repeated for a maximum of four credits. Distribution area: none. Any current offerings follow.

400 ST: Gender and Change in Rural Mali

Fall

Taft

1 credit

This 1-credit workshop focuses on gender roles and expectations in rural Mali, efforts to change certain gender dynamics in this context, and the successes and challenges of transnational collaboration in such efforts. The workshop will draw on the experience and perspectives of The Tandana Foundation and its network of staff and community partners, and will be co-taught by Kessia Kouriba and Hawa Yalcouyé, two women from rural Mali who have been leaders in programs promoting women’s leadership and of

Anna Taft, Tandana's Founding Director. Themes will include challenges facing women in the Tommoquine region of central Mali, various influences leading to changes in gender dynamics, gendered decision-making processes and efforts to change them, and effective transnational collaboration. Class formats will include presentations by the three educators, question and answer sessions, class discussions of readings and illustrative videos, simulations, and role-plays of scenarios. Students will come away with a deep understanding of how efforts to change certain gender dynamics play out in one particular context and how local women leaders experience the challenges and successes of this work. The workshop sessions will be held for five evenings over the course of the Oct. 10-19, 2023 period. This course may be counted towards the Analysis & Reflection requirement for the Concentration in Global Studies. Graded Credit/No Credit. Distribution area: none.

490 Senior Project

Fall, Spring

Staff

1-4 credits

Interdisciplinary project, reading or research undertaken as part of an approved individually planned major or combined major. *Prerequisite:* approved individually planned major, or combined major. Distribution area: none.

498 Honors Thesis

Fall, Spring

Staff

1-4 credits

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report in an approved individually planned major or combined major. Required of and limited to senior honors candidates. Distribution area: none.