SUMMER WORKSHOPS AND DESCRIPTIONS

KNOWLEDGE IS HOT!

GRADUATE FASTER BY TAKING SUMMER CLASSES

SUMMER SESSIONS 2016

summer.boisestate.edu
Here's what past workshop attendees have to say about their experiences:

“Awesome activities and wonderful enthusiasm from both instructors.”

“REAL learning took place in this workshop.”

“It was creatively stimulating and very fun.”

“I learned new processes that I will use for life.”
Women in Art, c. 1400 -Present
ARTHIST 294/494 (1620)
July 9-30, Sa, Noon-4 p.m.
This workshop will consider the art history of women from the Renaissance to the present. We will include women, not only as producers of art, but as consumers also, including critics, spectators, and patrons. We will also incorporate and discuss feminist theories and movements.
NOTE: Cross-listed with GENDER.

Introduction to Mexican Culture
ARTHIST 294/494 (1631)
June 24 & 25, Fsa, 9 a.m.-5 p.m.
This is an introduction to the Mexican culture through the study of different disciplines like art, music, dance, film, painting, gastronomy, and architecture in relation to their historical context.
NOTE: Cross-listed with FORLING and SOC.

BASQUE STUDIES (BASG-STD)

<table>
<thead>
<tr>
<th>Class Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrorism: The Basque Case</td>
<td>1</td>
</tr>
<tr>
<td>BASG-STD 294/494 (1632)</td>
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<tr>
<td>May 14 &amp; 15, Sa, 9 a.m.-9 p.m.</td>
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<tr>
<td>The history of terrorism as old as human’s willingness to use violence to affect politics, so this goes back to the earliest of times to the present. Here we will be using the Basques as the micro study of this macro theme.</td>
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<tr>
<td>NOTE: Cross-listed with ANTH, HIST and SOC.</td>
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</tbody>
</table>

Boise’s Basque Culture
BASG-STD 294/494 (1607)
May 20-22, Fr, 5-8 p.m.; SaSu, 9-30:40 p.m.
Study one of Boise's unique cultures! This workshop provides an overview of the history of the Basques, how they settled in Idaho and their evolution as a group. It will include a tour of the Basque Block, films and oral histories, and the sports, dances and music integral to the culture. Finally, the workshop will place the Basques within the broader context of immigration to the United States.
NOTE: Cross-listed with ANTH, HIST and SOC.

Introduction to Basque Culture
BASG-STD 294/494 (1624)
Aug 6 & 7, SaSu, 9 a.m.-5 p.m.
Students will learn the historical and cultural characteristics of the Basque Country and its culture and about the Basques in the USA.
NOTE: Field Trip.
NOTE: Cross-listed with ANTH, HIST and SOC.

Introduction To The Basque Language
BASG-STD 294/494 (1633)
June 4 & 5, SaSu, 9 a.m.-5 p.m.
Students will learn about the history of the language, how politics influenced the language: dialects, syntax, and basic conversation.
NOTE: Cross-listed with ANTH, HIST and SOC.

DSI: Basques in the High Desert
BASG-STD 294/494 (1638)
See Anthropology for description.

BIOLOGY (BIOL)

<table>
<thead>
<tr>
<th>Class Title</th>
<th>Credits</th>
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<tr>
<td>Natural History of Reptiles &amp; Amphibians</td>
<td>1</td>
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<tr>
<td>BIOL 294/494 (1622)</td>
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<tr>
<td>June 11 &amp; 12, SaSu, 8:30 a.m.-5 p.m.</td>
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<tr>
<td>An introduction to the natural history of reptiles and amphibians. Highlights include the display and demonstration of live common and exotic snakes, lizards, and other reptile and amphibian specimens.</td>
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Building a World-Changing Cause
COMM 494/594 (1606)
July 22 & 23, Fsa, 8 a.m.-5 p.m.
Leaving your mark on the world is important. Making the mark meaningful is an art. Learn the ins and outs of creating a cause-based career to change the world.
NOTE: Cross-listed with ECON, ENVSTO, GENDER, LEAD, POLS, and SOC.

Seinfeld: Philosophy & Politics
COMM 494/594 (1610)
August 13 & 14, SaSu, 8:30 a.m.-5 p.m.
Seinfeld is a situation comedy where morals, social norms, and political reaction are open to question. Nothing is sacred.
NOTE: Cross-listed with PHIL and SOC.

COUNSELING (COUN)

<table>
<thead>
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<th>Class Title</th>
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<tr>
<td>Counseling 1</td>
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<tr>
<td>COUN 494/594 (1635)</td>
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<tr>
<td>June 4 &amp; 5, SaSu, 9 a.m.-5 p.m., Hybrid course</td>
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<tr>
<td>Learn the philosophy and rationale for using art therapy techniques using basic materials. Students will gain and practice skills to implement these techniques in both the school and therapeutic settings. ALL course time MUST be attended for credit – NO EXCEPTIONS. This course meets in the classroom on June 4 &amp; 5 and 25 &amp; 26. However, out-of-classroom requirements begin on May 14th. Please read all information about this course in the online registration site before registering. \NOTE: Cross-listed with HLTHST and PSYC.</td>
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</table>

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<tr>
<td>BIOL 294/494 (1623)</td>
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<tr>
<td>July 23 &amp; 24, SaSu, 8:30 am.-5 p.m.</td>
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<td>See description above.</td>
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DSI: Botany Crash Course
BIOL 494/594 (1613)
See Anthropology for description.

DSI: Great Basin Birds of Prey
BIOL 494/594 (1612)
See Anthropology for description.

DSI: Ethnobotany: An Introduction To Edible, Medicinal, And Useful Plants
BIOL 494/594 (1614)
See Anthropology for description.

DSI: Owls of the Snake River Plain
BIOL 494/594 (1610)
See Anthropology for description.

DSI: Fish & Invertebrates of the Snake and Boise Rivers
BIOL 494/594 (1615)
See Anthropology for description.

Arts Therapy I
COUN 494/594 (1601)
May 9-June 26, Online
What is happiness? How do we create it in our lives? This class will explore the answers to these questions and identify ways to generate greater happiness in our lives.

Building Social Confidence
COUN 494 (4001)
June 27-Aug 14, Online
Designing and Implementing programs and strategies to build social confidence and skills in children.

Violence in Schools: Identify/Prevent/Intervene
COUN 494, Online
(4542) May 9-June 26
Develop better understanding of school violence and increase intervention strategies. Provides overview of violence and motivational purposes behind aggression. Investigates correlation and impact of the media, community, and family upon violence. Learn identification and intervention approaches to working with out-of-control behaviors. Receive information about the national resources available for both parents and teachers.

Aggressive Behavior in the Classroom
COUN 494, Online
(4570) June 27-Aug 14
Designed to help school personnel become more aware of the causes of aggression and ways to evaluate and intervene before the aggression turns to violence in the schools. Includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and “hot spots” that tend to breed aggression and violence. This course also speaks about aggression in our communities in the realms of driving, dating, sports, television, and music, and how these issues are dealt with in modern society.

Drugs and Alcohol in the Schools:
Understanding Substance Use and Abuse
COUN 494, Online
(4544) May 9-June 26
Gain more comprehensive understanding of alcohol, drugs, and influences in classroom. Provides contextual framework for understanding what students may be experiencing either through their own substance use or from the substance use of persons close to them and basic historical perspective of substance use along with the biological, psychological, and social factors that comprise the disease of addiction.

Traumatized Child: Effects of Stress and Trauma on Learning
COUN 494, Online
(4552) May 9-June 26
(4576) June 27-Aug 14
Designed to help you identify and effectively teach students affected by stress, trauma, and/or violence. Discusses specific factors that exist in families and communities where stress and violence are common with an emphasis on special learning needs of the affected student and how to meet his/her needs in the regular classroom. Working with parents and community agencies is also emphasized.

Child Abuse: Working With Abused and Neglected Children
COUN 494, Online
(4553) May 9-June 26
(4577) June 27-Aug 14
Designed to help you identify and effectively teach students affected by child abuse and/ or neglect. Teaches you to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect in students. Discusses specific factors that exist in families who abuse or neglect their children with an emphasis on understanding the special learning needs of the abused or neglected child and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized.

NOTE: Cross-listed with ED-ESP, ED-CIFS.

Understanding Aggression: Coping With Aggressive Behavior in the Classroom
COUN 494, Online
(4554) May 9-June 26
(4578) June 27-Aug 14
Designed to help school personnel become more aware of the causes of aggression and ways to evaluate and intervene before the aggression turns to violence in the schools. Includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and “hot spots” that tend to breed aggression and violence. This course also speaks about aggression in our communities in the realms of driving, dating, sports, television, and music, and how these issues are dealt with in modern society.
common myths associated with creating the
by Differentiated Instruction (DI) and the
June 27-Aug. 14, Online
ED-CIFS 594 (4565)
Core Standards
Understanding & Implementing Common 3
STUDIES
inclusion: Planning and Preparing a 2
Try DI: Planning and Preparing a
Differentiated Instruction Program
ED-CIFS 594 (4574)
June 27-Aug. 14, Online
See description above.
Art of Collaborative Leadership 1
DISPUT 594 (1202)
June 25 & 26, SaSu, 9 a.m.-5:30 p.m.
This is an interactive workshop focusing on
how leaders can use small-group consensus
processes to make better decisions, raise
morale, and increase buy-in. NOTE: This class is
part of the Graduate Certificate in Conflict
Management. The cost for a class in this
program is on a per-credit basis, whether you
attend as a part-time or full-time student. These fees do not provide students access to
the recreation.

Transforming Culture Conflict 1
DISPUT 594 (1201)
July 16 & 17, SaSu, 9 a.m.-5 p.m.
Students will explore problem-solve value
differences in conflict and examine a variety of
conflict management designs for select human
organizational systems. This class is part of the
Graduate Certificate in Conflict Management.
NOTE: This class is part of the Graduate
Certificate in Conflict Management. The cost for
a class in this program is on a per-credit basis,
whether you attend as a part-time or full-time
student. These fees do not provide students access to
the recreation.

ECONOMICS (ECON) ..................................
Building a World-Changing Cause 1
ECON 494/594 (1606)
See Communication for description.

EDUCATION-CURRICULUM,
INSTRUCTION, AND FOUNDATIONAL
STUDIES (ED-CIFS) ..........................................

Understanding & Implementing Common
Core Standards 3
ED-CIFS 494/594 (4540)
May 9-June 26, Online
The organization of the course covers the rationale for and design of the Common
Core State Standards, the "Common Core
Mindset". Practitioners need for successful
implementation, and what specific actions can be
taken for deeper implementation across settings.

Understanding & Implementing Common
Core Standards 3
ED-CIFS 594 (4565)
June 27-Aug. 14, Online
See description above.

Differentiated Instruction 3
ED-CIFS 494 (4545)
May 9-June 26, Online
In this course you will learn what is meant
by Differentiated Instruction (DI) and the
common myths associated with creating the
differentiated classroom. Discussions address
legal, theoretical and pedagogical foundations in the
field of education that support the utilization of
differentiated instructional practices and
principles.

Talented & Gifted: Working with High
Achievers 2
ED-CIFS 494/594 (4550)
May 9-June 26, Online
Provides information on history of the
exceptional in relation to education, current
law, and accepted methods for referral,
assessment, and identification of these students.
Covers major program models, methods of
differentiating instruction to meet the rate and
level of learning, an understanding of ways to
meet the affective needs of those students
identified, and lists resources for teachers and
parents who would like more information.

Talented & Gifted: Working with High
Achievers 2
ED-CIFS 594 (4574)
June 27-Aug. 14, Online
See description above.

Child Abuse: Working w/Abused & Neglected
Children 2
ED-CIFS 494 (4553)
May 9-June 26, Online
See Counseling for description.

Try DI: Planning and Preparing a
Differentiated Instruction Program
ED-CIFS 494/594 (4557)
May 9-June 26, Online
Try DI is designed to provide you an opportunity to
learn about an instructional framework,
Differentiated Instruction (DI), aimed at creating
supportive learning environments for diverse
learning populations. Students will be presented
a method for self-assessment of the extent to
which their current instructional approach
reflects the perspective, principles, and practices of
the DI approach. The course reflects an
approach that aligns the principles of DI with
the practices of DI. The concept of a "theory of
action" will also be provided within a DI context.

Try DI: Planning and Preparing a
Differentiated Instruction Program
ED-CIFS 594 (4581)
June 27-Aug. 14, Online
See description above.

Advanced Classroom Management:
Children as Change Agents 2
ED-CIFS 494 (4558)
May 9-June 26, Online
Focuses on cognitive and cognitive-behavioral
interventions with an emphasis on teaching
students how to change and manage their
own behavior. Since previous knowledge and
understanding of traditional behavioral
concepts and strategies is recommended, it is strongly
recommended that you take an introductory
behavior management course to learn the basic
terms and concepts of behavior management.
Primary audience is professionals (educators,
instructional assistants, school psychologists,
and counselors) serving children and youth.
Cross-listed with ED-ESP.

Teaching Elementary Math Conceptually:
New Paradigm 2
ED-CIFS 594 (4564)
May 9-June 26, Online
Teaching Elementary Math Conceptually is
designed to expand your methodology for
teaching Mathematics. The course will explore an
innovative teaching model that incorporates
strategies for teaching concepts, constructively
and contextually. The goal is for you to gain a
deeper understanding of the underlying concepts of
various math topics and explore the principles of
teaching those concepts to learners. This
course will focus on the topics of number sense,
basic operations, and fractions.

Teaching Elementary Math Conceptually:
New Paradigm 2
ED-CIFS 594 (4588)
June 27-Aug. 14, Online
See description above.

EDUCATION-EARLY AND SPECIAL
EDUCATION (ED-ESP) ...........................
Attention Deficit Disorder: Information and
Interventions 2
ED-ESP 494/594 (4541)
May 9-June 26, Online
Develop better understanding and intervention
strategies to facilitate positive change, history,
accepted assessment methods to identify
students with the disorder, and various methods,
medications, and strategies currently used.
For situations where a student needs services
beyond what you can provide, learn referral
process for getting help. Reference materials
include list of resources for both teachers and
parents who would like more help or
information.

Attention Deficit Disorder: Information and
Interventions 2
ED-ESP 494/594 (4566)
June 27-Aug. 14, Online
See description above.

Autism & Asperger’s Disorders:
Information and Effective Interventions 2
ED-ESP 494/594 (4546)
May 9-June 26, Online
Describes autism and Asperger’s Disorder,
including characteristics, associated learning
styles, communication weaknesses, and various
intervention strategies. Helps you make sense
of why individuals with autism spectrum
disorders act the way they do, and what you can
do to enhance more appropriate behavior.
Also lists resources for educators, related service
personnel, and parents who want more help or
information.

Autism & Asperger’s Disorders:
Information and Effective Interventions 2
ED-ESP 494/594 (4570)
June 27-Aug. 14, Online
See description above.

Infant & Toddler Mental Health 2
ED-ESP 494/594 (4548)
May 9-June 26, Online
This course will cover: infant and toddler mental
health; strategies to promote positive
relationships with children and their families;
role identity as a child care provider, educator,
and early childhood professional; research-based
information on child development, attachment,
temperament, and curriculum; helpful resources
information about infant and toddler mental health.

Infant & Toddler Mental Health 2
ED-ESP 494/594 (4572)
June 27-Aug. 14, Online
See description above.

Inclusion: Working With Special Needs
Student in the Mainstream Classroom 2
ED-ESP 494/594 (4549)
May 9-June 26, Online
Designed to help special and general educators
gain better understanding of inclusion, a current
educational reform movement advocating
educating students with disabilities in general
education classrooms. Defines key concepts and
terms, identifies and describes federal legislation
and court cases, and lists and describes federal
definition of students entitled to special services.
Identifies roles and responsibilities of educators
in providing special services to students
educated in inclusive classrooms.

Inclusion: Working With Special Needs
Student in the Mainstream Classroom 2
ED-ESP 494/594 (4573)
June 27-Aug. 14, Online
See description above.

Child Abuse: Working With Abused and Neglected
Children 2
ED-ESP 494/594 (4553)
May 9-June 26, Online
See Counseling for description.

Child Abuse: Working With Abused and Neglected
Children 2
ED-ESP 494/594 (4577)
June 27-Aug. 14, Online
See Counseling for description.

Learning Disabilities: Practical Information
for the Classroom Teacher 3
ED-ESP 494/594 (4555)
May 9-June 26, Online
Describes diverse theoretical approaches to
handling learning disabilities in the classroom.
Taught by Dr. Bob Pillay and lays the
foundation for sensitive, appropriate
assessment and evaluation of students.
Covers positive partnership with parents or
alternative caregivers, and explores methods of
ensuring that the home/school axis is effective
and meaningful. Also covers major trends
and unresolved issues in the field of learning
disabilities.

Learning Disabilities: Practical Information
for the Classroom Teacher 3
ED-ESP 494/594 (4579)
June 27-Aug. 14, Online
See description above.

Behavior is Language: Strategies for
Managing Disruptive Behavior 3
ED-ESP 494/594 (4556)
May 9-June 26, Online
Gain new perspective on student behavior and
effective tools to facilitate positive
change. Provides developmental framework to
understand what students are trying to tell you
through the "language" of their behavior. Learn
behavioral techniques and intervention strategies
that remediate disruptive behaviors, reduce
power struggles while increasing classroom
control, reduce your workload, and help prevent
burn out.

Behavior is Language: Strategies for
Managing Disruptive Behavior 3
ED-ESP 494/594 (4580)
June 27-Aug. 14, Online
See description above.

Advanced Classroom Management: Children
as Change Agents 2
ED-ESP 494/594 (4558)
May 9-June 26, Online
See ED-CIFS for description.

Advanced Classroom Management: Children
as Change Agents 2
ED-ESP 494/594 (4582)
June 27-Aug. 14, Online
See ED-CIFS for description.
### Class Title | Credits | Class Title | Credits | Class Title | Credits | Class Title | Credits
--- | --- | --- | --- | --- | --- | --- | ---
EDUCATION-LITERACY (ED-LLC) | 2 | Bosnian-Balkan Cultures and History | 1 | English (ENGL) | 1 | History (HIST) | 1
Teaching Diversity: Influences and Issues in the Classroom | 2 | Refugees in Idaho | 1 | PHILOSOPHY (PHIL) | 2 |
Teaching Diversity: Influences and Issues in the Classroom | 2 | Refugees in Idaho | 1 | PHIL 294/494 (1600) | See Communication for description. |
See description above. | See Anthropology for description. | See Anthropology for description. | See Anthropology for description. | See Communication for description. |
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BSWP: Death of An Ecosystem | 1 | Humans, Nature & Climate Change | 3 | Political Science (POL) | 2 |
--- | --- | --- | --- | --- | --- | --- | ---
BSWP: Inquiry Teaching for Core | 3 | BSWP: Advanced Mathematical Inquiry | 3 | Political Science (POL) | 2 |
ENGL 594 (1103) | June 13-17, DAILY, 8 a.m.-5:30 p.m. | ENGL 594 (1101) | June 13-17, DAILY, 8 a.m.-5:30 p.m. | See Communication for description. | See Communication for description. |
This course will overview inquiry for designing lessons and units for assisting students to deep procedural and conceptual understandings and learning performances required by the new CCSS (Common Core Standards). | This course will provide advanced methods for teaching complex mathematical thinking as required by CCSS (Common Core State Standards.) | See Anthropology for description. | See Anthropology for description. |
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ENVIRONMENTAL STUDIES (ENVSTD) | 5 | BSWP: Advanced Inquiry Teaching for Core | 3 | Political Science (POL) | 2 |
See Anthropology for description. | ENGL 594 (1104) | June 13-17, DAILY, 8 a.m.-5:30 p.m. | See Anthropology for description. | See Communication for description. |
Building a World-Changing Cause | 1 | An ADVANCED section of the Inquiry institute will review ADVANCED inquiry approaches for designing lessons and units that assist students to deep procedural and conceptual understandings and learning performances required by new CCSS (Common Core State Standards). | See Anthropology for description. | |
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BSWP: Mathematical Inquiry and | 1 | BSWP: Advanced Mathematical Inquiry | 3 | Political Science (POL) | 2 |
ENGL 594 (1100) | June 13-17, DAILY, 8 a.m.-5:30 p.m. | ENGL 594 (1101) | June 13-17, DAILY, 8 a.m.-5:30 p.m. | See Communication for description. | See Communication for description. |
This will explore powerful methods of teaching mathematical understandings through inquiry, and for meeting the Idaho Core Math standards. | This course will provide advanced methods for teaching complex mathematical thinking as required by CCSS (Common Core State Standards.) | See Anthropology for description. | See Anthropology for description. |
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### Notes
- These classes are part of the Boise State National Writing Project (BSWP).
The cost for a class in this program is on a per-credit basis, whether you attend as a part-time or full-time student. These fees do not provide students access to the recreation center, health center, student health insurance, or tickets to athletic events. Fee waivers do not apply to this class.

**KEY:**
- DSI=Desert Studies Institute
- BSWP=Boise State Writing Project
<table>
<thead>
<tr>
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<tbody>
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<td>SCHOOL OF PUBLIC SERVICE (SPS)</td>
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<td>POLS 494/594 (1606)</td>
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<td>PSYCHOLOGY (PSYC)</td>
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<td>Art Therapy I</td>
<td>2</td>
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<td>Sociology (SOC)</td>
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<td>King of the Hill: Philosophy &amp; Politics</td>
<td>2</td>
<td>SOC 294/494 (1602)</td>
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<tr>
<td>Reason, Rational, and Politics: Gangster</td>
<td>2</td>
<td>SOC 294/494 (1603)</td>
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<td>See Communication for description.</td>
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<tr>
<td>Pixar: Philosophy &amp; Politics</td>
<td>2</td>
<td>SOC 294/494 (1604)</td>
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<td>See Communication for description.</td>
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<tr>
<td>Seinfeld-Philosophy &amp; Politics</td>
<td>2</td>
<td>SOC 294/494 (1605)</td>
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<td>Boise’s Basque Culture</td>
<td>1</td>
<td>SOC 294/494 (1607)</td>
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<tr>
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<tr>
<td>Introduction to Basque Culture</td>
<td>1</td>
<td>SOC 294/494 (1624)</td>
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<td>Culture &amp; Civilization of the Andean Culture</td>
<td>1</td>
<td>SOC 294/494 (1625)</td>
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<td>Bosnian-Balkan Cultures and History</td>
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<td>SOC 294/494 (1629)</td>
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KEY: DSI=Desert Studies Institute  BSWP= Boise State Writing Project