

Peace Corps Prep Intercultural Competence Compliant Courses Offered at Mercer University:

College of Liberal Arts and Sciences:

Africana Studies-AFR

AFR 190. Introduction to Africana Studies (3 hours)

This course is designed to help students understand the academic models, approaches and methodologies that characterize African American Studies. In this course, students will become aware of how the African American experience has been defined and researched from an interdisciplinary perspective including literature, religion, sociology, anthropology, psychology, education, folklore, science and music. This course is required for the Africana Studies major and minor. (Every year)

AFR 224. Sub-Saharan Africa to Independence (3 hours)

(Same as HIS 224)

A study of sub-Saharan Africa before and during imperialism, addressing the spread of Islam, the trans-Atlantic slave trade, and the effects upon Africans of European trade, conquest, and administration. (Every two years)

AFR 225. Latin America and the Caribbean (3 hours)

(Same as HIS 225)

A study of Latin America and the Caribbean from the 15th century to the present addressing subjects such as indigenous culture, the establishment of European empires and African slavery in the region, 19th century independence movements, and 20th century national and economic developments. (Every two years)

AFR 295. Sociology of Race and Ethnicity (3 hours)

(Same as SOC 295)

Prerequisite: AFR 190 or SOC 101

This course examines the social factors that have shaped understandings of race across time and place, and the implications of these categories for race relations and racial identity. Students will examine the intersections between race and social institutions (e.g., education, media, and criminal justice) and how prejudice, discrimination, and racism operate through these institutions. (Every two years)

AFR 310. Race, Gender, and Media (3 hours)

(Same as MFS 310 and WGS 310)

An examination of the role media plays in naturalizing and/or challenging social constructions of race and gender. The course teaches students to critically analyze identity and power across a range of mass media forms, industries, and audiences, with a focus on underrepresented and marginalized groups. (Every two years)

AFR 330. Race, Law, and Politics (3 hours)

(Same as POL 330)

Prerequisite: POL 101 recommended.

An examination of the legal and political efforts of racial and ethnic minorities to obtain full equality in American society, focusing on (1) landmark legal cases and important political milestones on the path toward full equality; (2) challenges facing minorities in leadership roles in politics and society; and (3) current areas of public policy with significance for the lives of minorities. (Every two years)

AFR 342. The Atlantic Slave Trade (3 hours)

(Same as HIS 342)

A study of the human trafficking of Africans across the Atlantic from the late 15th to the late 19th centuries addressing subjects such as the origins, expansion, and decline of the trade, how enslaved people coped and resisted, and the trade's impact on Africa, Europe, and the Americas. (Every two years)

AFR 365. Environmental Politics and Policy (3 hours)

(Same as POL 365)

Prerequisite: POL 101 recommended.

An investigation of how political institutions, businesses, interest groups, activists, and citizens both conflict and cooperate on environmental issues. The formulation, implementation, and evaluation of policy is explored. The impact of environmental policy on racial equity, economic competitiveness, and public health is also considered. (Every two years)

AFR 370. Health in Africa (3 hours)

(Same as GHS 370)

Prerequisite: GHS 200.

An interdisciplinary examination of health and development issues in Africa. This course will examine such topics as disease burden, globalization, traditional healing systems, and the roles of history, culture, politics, and economics in shaping health and development in Africa. (Every two years)

AFR 386. Race, Gender, and Crime (3 hours)

(Same as SOC 386 and WGS 386)

Prerequisite: CRJ 160, SOC 101, WGS 180, or AFR 190.

A theoretical and empirical study of the significance of race and gender to criminal offending and criminal justice processing. Students will examine how gender and race influence criminal involvement and experiences in the criminal justice system and consider the implications of intersections of race, gender, and other social positions to contemporary issues of crime and criminal justice. (Every two years)

Anthropology – ANT**ANT 101. Introduction to General Anthropology (3 hours)**

A four-fields introduction to anthropology. Students will be introduced to the multiple areas of cultural anthropology, biological anthropology (including evidence of human evolution and anthropological critiques of race), archeology, and linguistic anthropology. (Every semester)

ANT 210. Reading Ethnography: (Subtitle) (3 hours)

Prerequisite: ANT 101 or instructor permission

An introduction to a geographic, theoretical, or conceptual topic through ethnographic texts. May be repeated with a different topic. (Every year)

ANT 220. Introduction to Linguistic Anthropology (3 hours)

An introduction to the ways that linguistic forms and language practices provide insight into everyday behaviors, cultural formations, and social hierarchies. This course examines the ways that language shapes the formation of gender dynamics, class relations, ethno-racial identities, and cultural institutions. (Every other year)

ANT 275. Cross-Cultural Psychology (3 hours)

(Same as PSY 275)

Prerequisite: PSY 101.

An introduction to the perspectives, methods, and controversies in studying human psychology across cultures. Explores the dimensions along which cultures vary and examines specific differences and similarities between cultures in areas such as identity, social relations, child-rearing, and mental disorders. (Every year)

ANT 310. Medical Anthropology (3 hours)

Prerequisite: ANT 101 or consent of instructor.

An anthropological and cross-cultural approach to understanding lived experiences of disease, sociocultural factors which influence health and well-being, and differing forms of healing practice. Course case studies will demonstrate sociocultural, biocultural, and critical approaches to medical anthropology. (Every two years)

ANT 320. Economic Anthropology (3 hours)

Prerequisite: ANT 101

An examination of how economic activity is embedded in cultural norms, social relationships, and moral rules beyond the logic of maximizing self-interest. Students will explore anthropological models of the economy and ethnographic studies of how economic activity fits into larger social worlds. Through topics like gift exchange, reciprocity, market transactions, redistribution, and debt, students will learn about the moral rules and normative guidelines that shape economic action in societies around the world, including their own. (Every two years)

ANT 330. Anthropology of Development (3 hours)

Prerequisite: ANT 101 or GDS 200

Since the development of the discipline, anthropologists have engaged in both the work and critique of “development.” This course uses anthropological theory to explore the connections between “development” and colonialism, capitalism, ideas about progress, and globalization. (Every two years)

ANT 345. Health and Gender (3 hours)

(Same as WGS 345)

Prerequisite: ANT 101 or GHS 200 or WGS 180.

An interdisciplinary examination of the gendered dimensions of health in the global context. The course will explore such topics as sexual and gender identity, gender-based violence, sexually transmitted infections, pregnancy prevention, and infertility. (Every two years)

ANT 350. Anthropological Theory (3 hours)

Prerequisite: ANT 210.

An exploration of theoretical approaches in cultural anthropology. Students will be exposed to historical and contemporary approaches to cultural anthropology through a variety of ethnographic and secondary sources. The course will focus on ethnographies that elucidate how anthropologists have thought about important issues structuring human behavior, such as race, sexuality, religion, and politics. (Every year)

ANT 354. Archaeology (3 hours)

Prerequisite: ANT 101.

An introduction to the study of material cultures, artifactual remains, and archaeological research methods. Lab fee. (Occasionally)

ANT 362. Anthropology and Activism (3 hours)

Prerequisite: ANT 101 or ASJ 101 or instructor permission.

An introduction to anthropological theories and methods for doing advocacy and activism with communities in which anthropologists conduct research. Anthropologists have a long history of social, political, and cultural engagement with the communities where we conduct research and have had to think critically about those relationships. In this course, students will explore historical and contemporary examples of how anthropologists engage in advocacy and activism. (Every two years)

ANT 382. Biological Anthropology (3 hours)

(Same as BIO 382)

Prerequisite: A grade of C or better in ANT 101, BIO 132, or BIO 172.

This course represents an advanced introduction to the sub-discipline of Biological Anthropology. Specifically, the course will include content on biological evolution, a review of living primates and a study of the extensive fossil evidence for human evolution, fallibility of the human race concept. (Occasionally)

ANT 390. Special Topics in Anthropology: (Subtitle) (1-3 hours)

Prerequisites: ANT 101 and consent of instructor.

A study of some significant topic in anthropology that is not available through other departmental course offerings. May be repeated with different topics. (Occasionally)

Applied Social Justice – ASJ**ASJ 101. Engaging in Social Justice (2 hours)**

An introduction to interdisciplinary perspectives on social justice, considering how different disciplines define, think about, and engage in social-justice work. Students will gain an understanding of the ways in which we can promote a just society by challenging injustice and valuing diversity. (Every other year)

Art – ART

ART 106. History of Art I (3 hours)

A survey of the major works of visual art from prehistoric times to the late Middle Ages (c. 1500). An investigation of how changes in subject matter and styles reflect the power structure, ideals, philosophy, religion, scientific ideas, and literature of cultures around the world. This course can be part of the Classical Studies major. (Every year)

ART 107. History of Art II (3 hours)

A survey of the major works of visual art from around 1400 to the mid-1900s. Attention is given to the various roles of the artist and to how styles in art relate to social, political, philosophical, religious, literary, and scientific ideas. (Every year)

ART 108. Visual Literacy (3 hours)

This course will focus on the use of critical thinking to interpret images and derive meaning by analysis of their essential elements in order to ask questions about what the images denote and connote. The course will also serve as formal training in understanding visual communication, visual thinking, and visual language. This course will not count toward the ART major. (Every year)

ART 222. Image/Text (3 hours)

An investigation of various aesthetic and symbolic relationships between image and text in a variety of media, from medieval illuminated manuscripts to contemporary graphic novels. (Every two years)

ART 361. Classicism and Art History (3 hours)

Prerequisite: ART 106 or consent of instructor.

The arts of Greece and Rome give form to classical style and inform techniques interpreting works of art across eras. Course topics range from ancient art to neoclassicism to contemporary practices with emphasis on the ways in which classicism has shaped art history as an academic discipline. (Every two years)

ART 367. Modern Art History (3 hours)

Prerequisite: ART 107 or consent of instructor.

A study of the aesthetic, philosophical, technological, and political debates surrounding the historical avant-garde, with close analysis of individual artworks produced ca. 1875–1975. (Every three years)

ART 373. Picturing Gender (3 hours)

(Same as WGS 373)

Prerequisite: ART 106, ART 107, or consent of instructor.

A consideration of the changing roles of visual art and mass media in the understanding of gender. Primary texts and images are interpreted through scholarship that incorporates feminist, queer, visual, and critical theory. (Every three years)

ART 375. Global Contemporary Art (3 hours)

Prerequisite: ART 107 or consent of instructor.

A comparative examination of current artistic production across cultures, incorporating a variety of visual material and theory from artists, critics, and scholars. (Every year)

Biology – BIO**BIO 361. The Biology of Sex and Gender (3 hours)**

(Same as WGS 361)

Prerequisites: WGS 180 or a grade of C or better in BIO 260 or BIO 280.

The student will gain a knowledge base of the biology of sex, as well as, exposure to material that inspires one to study science with a critical eye, in particular, from a feminist framework. Topics covered may include the evolution of meiotic sex, human reproductive biology, environmental influences on reproductive biological development, socio-biological theories and sexual behavior in animals, and feminist analyses of the biological sciences. Pedagogy may include collaborative group work. (Occasionally)

BIO 370. Principles of Ecology (4 hours)

Prerequisites: a grade of C or better in BIO 172 and in CHM 112.

A study of relationships between organisms and their physical and biological environment. Ecological relationships will be considered from the perspectives of individuals, populations, and communities. Work in the field is required and oral presentations are emphasized. A lecture, laboratory, and field course. Lab fee. (Every year)

BIO 381. Urban Ecosystems (3 hours)

Prerequisites: a grade of C or better in BIO 172 and in CHM 111.

A study of the relationship between the urban environment and the associated biological, physical, social and political systems. Emphasis will be placed on ecological principles and processes as they relate to the urban ecosystem, including the impacts of urbanization. Lecture and seminar course. (Occasionally)

BIO 382. Biological Anthropology (3 hours)

(Same as ANT 382)

Prerequisites: a grade of C or better in ANT 101, BIO 132 or BIO 172.

This course represents an advanced introduction to the sub-discipline of Biological Anthropology. Specifically, the course will include content on biological evolution, a review of living primates, and a study of the extensive fossil evidence for human evolution, and the fallibility of the human race concept. (Occasionally)

BIO 389. Biology and Society (2 hours)

Prerequisites: junior standing and a grade of C or better in BIO 260 or BIO 280.

A course focusing on one or more complex biological issues with societal causes and consequences. Students will read and discuss primary literature and other materials. Assignments will allow students to apply their understanding of the biological issue(s), analyze potential solutions, and convey complex scientific concepts to a general audience. A seminar course. (Every semester)

BIO 480. Conservation Biology (4 hours)

Prerequisites: grades of C or better in BIO 260 and in CHM 112.

This course is a study of the concepts of conservation biology and the application of ecological principles and techniques to the protection and study of biodiversity. Subjects include threats to biological diversity, conservation at the population and species level, and practical applications of conservation biology. A lecture and laboratory course. Lab fee. (Occasionally)

Chinese – CHN

CHN 153S-253S-353S Chinese Studies Abroad (1-15 hours)

Prerequisites: CHN 111 for CHN 153S, CHN 112 for CHN 253S, CHN 252 for CHN 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Chinese language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an on-site supervisor, students must engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. May be repeated for a maximum of 15 hours of credit. (Occasionally)

Classical Studies – CLA

CLA 153S-253S. Classical Studies Abroad (1-12 hours)

Prerequisite: none for CLA 153S, consent of instructor for CLA 253S.

Study abroad with emphasis on one or more of the following areas: Roman and Ancient Greek literature, history, archaeology, art, architecture, language, philosophy, religion, everyday life, and other areas of classical culture. Students must engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for a maximum of 12 hours of credit. (Occasionally)

Communication Studies – COM

COM 200. Introduction to Communication (3 hours)

An introductory examination of the fields of study within the Communication discipline. This course focuses on themes of current interest and on fundamental research, inquiry, ethical standards, critical and creative thinking, and analytical skills. (Every semester)

COM 220. Group Communication (3 hours)

A study of theoretical and practical issues arising from human communication within the context of the group. The student will examine the impact of power, leadership, and member participation as manifested in group decision-making, problem solving, and conflict management. (Every other year)

COM 230. Intercultural Communication (3 hours)

An exploration of theories of cultural differences and the ways to build awareness and competence in intercultural exchanges. This course explores social problems such as racism and ethnocentrism and examines the ways individuals can find common ground with people from diverse cultural backgrounds. (Every other year)

COM 250. Interpersonal Communication (3 hours)

A study of the theories of interpersonal communication with emphasis on the application of core principles. Specifically, this course involves the identification of ways that communal systems of meanings shape our interactions and relations with others. (Every other year)

COM 315. Gender and Communication (3 hours)

(Same as WGS 315)

A study of gender in relation to the public sphere. The primary focus is on feminist approaches to rhetoric and rhetorical theory. Students will also examine how gender intersects with the study of human relationships. (Every other year)

COM 316. Race and Communication (3 hours)

A study of race in relation to the public sphere. The primary focus is on rhetorical theory approaches to race and ethnicity. Students will also examine how race intersects with the study of social relations and systems of power. (Every other year)

COM 340. Organizational Communication (3 hours)

A study of organizational theory and its application to professional situations. The course entails a study of the ways corporations are involved in public decision-making processes, and an examination of organizations as systems of human interaction. (Every other year)

COM 360. Persuasion in Campaigns and Social Movements (3 hours)

This course examines the importance of persuasion in social and cultural interactions. The course will be contextualized in either the study of campaigns or social movements. The focus is on developing critical thinking skills in response to persuasive messages. (Every other year)

COM 370. Communication and Family Systems (3 hours)

An exploration of families as systems with emphasis placed on the how the kinship sphere is situated within the signification order. Primary focus will be on the family as a site where identity and a sense of belonging emerge from human relations. Students will also explore descent and lineage in the context of communal activities. (Occasionally)

COM 380. Argumentation (3 hours)

A study of theories of argumentation and their application to contemporary public dilemmas. Focus is on the ability to create and defend a reasoned argument. Students will engage in public advocacy concerning contemporary public controversies. (Every other year)

COM 390. Environmental Communication (3 hours)

An overview of theoretical approaches, research literature, and practical applications for environmental change. Course topics include the social construction of nature, and human relationships with nature, examined through discourse, rhetoric, and communication practices. (Every other year)

COM 400. Communication and Culture (3 hours)

Prerequisite: COM 200 or consent of instructor.

An examination of the significance of power and culture in the formation of communication patterns, in the performance of communication roles, in the representation of concepts, and in the interpretation of symbols and signs. The course focuses on how communication creates and builds culture, and then is in turn created by culture. (Every year)

COM 420. Discourse and Power (3 hours)

Prerequisite: COM 200 or consent of instructor.

A study of the interconnections between discourse and power. The course will entail an examination of the ways discourse shapes ideology and how power relations are socially and politically constituted. (Every year)

Community Service and Leadership - CSL**CSL 199. Service Learning: (Subtitle) (1 hour)**

Co-requisite: enrollment in a specially designated service-learning course section.

Students enrolled in specially designated service-learning sections commit to working at off-campus community-service sites. This work experience is tied to the learning objectives of the parent course and will entail additional academic work, as described by the course syllabus. Students receive one semester hour of credit, through CSL 199, for the additional academic work associated with three hours total (minimum one hour on site) of service-related work each week. The grade assigned for CSL 199 is the same grade assigned for the parent service-learning section. May be repeated with a different parent course, but total credits earned may not exceed three hours. (As needed)

CSL 210. International Service-Learning: (Subtitle) (3 hours)

Designed for Mercer on Mission or other international service-learning experiences. The course will provide an introduction to the country where the service is being conducted, explore the topic of intercultural engagement, and introduce the principles of effective service-learning. May be repeated for different international experiences. (Occasionally)

CSL 400. Practicum in Service-Learning (1-15 hours)

Prerequisite: CSL 200 or 210, or extensive service-learning coursework in the disciplines, with consent of CSL instructor.

This course offers students already familiar with community leadership and service the opportunity to pursue an independent service project, community-based research project, or internship under the supervision of a faculty member and community agency representative. Students must engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be taken once. (Every year)

Computer Science**CSC 148. Introduction to Data Science (4 hours)**

An introduction to the basic concepts and foundational tools and skills needed by data scientists for managing, analyzing, and visualizing data. The course will provide students with experience in properly applying these tools and skills to data gathered from various sources. Lab fee. (Every year)

CSC 286. Introduction to the Global Impact of STEAM Education: (Subtitle)

(3 hours)

Prerequisite: Instructor's permission.

An introduction to the process of designing and implementing STEAM education in a country outside of the United States. Students will be introduced to the local context and prepared to carry out a technology-based service project in that country prior to project implementation. A Mercer on Mission or other service-learning course. May be repeated with different topics. Lab fee. (Occasionally)

CSC 486. Global Impact of STEAM Education (3 hours)

Prerequisite: Instructor's Permission.

(Same as CYS 486 and IST 486)

An advanced technology service-learning course that includes designing and implementing STEAM education in a country outside of the United States. Students will be introduced to the local context and prepared to carry out a technology-based service project in that country prior to project implementation. A Mercer on Mission or other international service-learning course. May be repeated with different topics. Lab fee. (Occasionally)

Creative Writing – CRW

CRW 222. Introduction to Creative Writing (3 hours)

This course teaches the practice of creative expression through the study of poetry and prose works in the major literary genres (fiction, poetry, creative nonfiction, and drama). In addition to learning how to examine texts closely and carefully, as professional writers do, the student will be required to develop an ability to read, think, and write both critically and creatively. (Every year)

Criminal Justice

CRJ 160. Introduction to Criminal Justice (3 hours)

An introduction to the criminal justice system in the United States, including criminal laws, policing, courts and legal processes, and punishments and corrections. Students will examine the dimensions and implications of racial, gender, and class inequalities in contemporary criminal justice. (Every semester)

CRJ 362. Juvenile Delinquency (3 hours)

Prerequisite: CRJ 160.

A study of the nature and extent of juvenile delinquency in contemporary society, with particular emphasis on theories of causation, treatment, and control. (Every two years)

English – ENG

ENG 225. The Study of a Literary Theme in Religious Heritage: (Variable Topic) (3 hours)

This course examines themes related to Religious Heritage through various scriptural texts and literary works. In addition to learning how to examine texts closely and carefully, the student will be required to develop an ability to read, think, and write critically. May be repeated with different topics. (Occasionally)

ENG 263. Survey of British Literature I (3 hours)

A chronological survey of English literature from the Anglo-Saxon period through the eighteenth century. Students will inquire about, reflect upon, and interpret major literary works that codify and problematize Western values. Students will gain greater understanding of political, religious, and social developments from the Anglo-Saxon era in England to the Restoration of the monarchy after the English Civil War. Readings will explore human nature, human relationships, and/or humans' relation to the divine. (Every semester)

ENG 264. Survey of British Literature II (3 hours)

A chronological survey of English literature from the Romantic Age to the contemporary period. The transformation of England during these centuries highlights the dominant forces that characterized late Western society and created our present. English literature in this course explores the ramifications of, celebrates, and bemoans these changes. Students engage the Western tradition, facilitating historical consciousness and awareness of major developments, through features that are more pronounced within literature. (Occasionally)

ENG 347. Poetry and Prose of the Romantic Movement (3 hours)

A study of the themes, cultural contexts and development of English Romanticism, through the poetry and prose—both essays and fiction—of authors such as Blake, Godwin, Wollstonecraft, the Wordsworths, Coleridge, Byron, the Shelleys, Hemans, and Keats. (Occasionally)

ENG 348. Victorian Poetry and Prose (3 hours)

This course studies the major writers of the Victorian age in Britain. In order to best understand these authors, we will read them alongside cultural documents that illuminate the concerns of the age, including industrialization, the roles of men and women, religious faith, childhood, and the place of art in society. Authors whom we will study may include Tennyson, Dickens, Browning, the Brontës, the Rossettis, and Hopkins. (Occasionally)

ENG 378. Images of Women in Literature (3 hours)

(Same as WGS 378)

A study of the literary representation of women, with emphasis on the lives and careers of women writers. Authors covered may include Austen, Brontë, Wharton, Woolf, Morrison, and others. (Every two years)

ENG 390. Public Writing (3 hours)

The study and practice of public writing—writing that serves professional goals and/or the public interest. Students will be introduced to a range of public writing genres and rhetorical strategies, study rhetoric and argumentation at an advanced level, and explore ethical issues found in writing for and within the public sphere. (Every two years)

Environmental Biology – ENB**ENB 150. Introduction to Environmental Science (4 hours)**

A study of the interrelationships of biological cycles and processes with the physical and geological cycles that drive terrestrial and aquatic ecosystems. Emphasis will be placed on understanding the form and function of the natural environment, modifications placed on natural systems by human activities, and current strategies to minimize human impacts on natural systems. A laboratory/field trip course. Lab fee. (Every year)

Ethics – ETH**ETH 400. A Responsible Life (3 hours)**

Prerequisite: consent of instructor.

A seminar in ethics, leadership, and service, this course asks students to synthesize insights from undergraduate courses in general and coursework in the minor in particular, in order to develop a plan for taking their place as responsible actors in society. (Occasionally)

French – FRE**FRE 153S-253S-353S. French Studies Abroad (1-15 hours)**

Prerequisites: FRE 111 for FRE 153S, FRE 112 for FRE 253S, FRE 252 for FRE 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: French language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an on-site supervisor, students must engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. May be repeated for a maximum of 15 hours of credit. Nine hours may count toward the major, or 6 toward the minor. (Occasionally)

FRE 315. French Civilization (3 hours)

Prerequisite: FRE 302.

A chronological overview of the most notable achievements, customs, and traditions in French history, art, architecture, and literature. Other distinctive features of contemporary France, such as cinema, music, geography, and politics, will be treated as well. (Every two years)

FRE 325. Paris on the Page, the Screen, and the Street (3 hours)

Prerequisite: FRE 252 or consent of instructor.

Exploration of contemporary and historical Paris. Students will discuss the city's representations in film, poetry, and excerpts of, for example, Hugo's *Les Misérables*, Balzac's *Le père Goriot*, Pineau's *Un papillon dans la cité*, and Modiano's *Dora Bruder*. At the same time, students will improve their skills in reading, writing, speaking, and listening in French. May be taught in Paris or Macon. (Occasionally)

FRE 345. Survey of French Literature (3 hours)

Pre- or corequisite: FRE 302 or consent of instructor.

Students will read, discuss, and analyze French poetry, theatre, and prose from the Middle Ages to the 21st century. Authors may include Marie de France, Voltaire, Molière, Chateaubriand, Baudelaire, Camus, Duras, and Condé. Students will develop reading competency through close readings of the texts, while also improving their skills in writing, speaking, and listening in French. (Every three years)

FRE 350. History of French Cinema (3 hours)

Prerequisite: FRE 302 or consent of instructor.

A survey of French films from the invention of cinema to the contemporary period with an emphasis on points of connection with American cinema. The course will emphasize oral communication and presentations. (Every two years)

FRE 355. Studies in Francophone Cultures (3 hours)

Pre- or corequisite: FRE 302 or consent of instructor.

A study of the diverse French-speaking world, exploring topics such as colonialism, decolonization, immigration, exile, racism, religion and spirituality, and intergenerational transmission of culture. Sources may include literature, film, oral interviews, music, and newspapers. At the same time, students will improve their skills in reading, writing, speaking, and listening in French. (Every three years)

FRE 365. France's Dark Years (3 hours)

Pre- or corequisite: FRE 302 or consent of instructor.

A study of Nazi-occupied France (1940-1945) through diaries, letters, speeches, excerpts of novels, films, and propaganda posters. Topics include collaboration, resistance, daily life (e.g., food shortages, family separation), persecution and deportation of the Jews, liberation, and the memory of the war and the Holocaust. At the same time, students will improve their skills in reading, writing, speaking, and listening in French. (Every three years)

Geography – GEO

GEO 111. Principles of Human Geography: Mapping Globalization's Landscape (3 hours)

The purpose of this course is to introduce students to the breadth of the discipline by exploring four themes in the geography of globalization: the social/cultural construction of place, relative location, the cultural landscape, and urbanization. The course includes several critical applied research topics, including the production of place, the relationship between core and peripheral regions, the transformation of traditional cultural landscapes, and the impacts of urbanization in developed and developing economies. (Every year)

Global Development Studies – GDS

GDS 200. Introduction to Development Theory and Practice (3 hours)

The purpose of this course is to introduce students to the major actors, issues and practices in the field of global development. The course explores the varying models of development, or underdevelopment, and evaluates the various approaches used to address the main challenges inherent in the development process. This course is a survey of the literature and a foundational course for more advanced courses dealing with different aspects of development. (Every semester)

GDS 301. Poverty Alleviation Models and Practices (3 hours)

Prerequisite: GDS 200.

The course examines the various mechanisms used by development practitioners in raising the standard of living around the world, with added emphasis on the roles played by the public, private and non-profit sectors. Students will learn about: private-public partnerships, microfinance, entrepreneurship models, subsidies, external investments, trade, empowerment programs, and various measures of poverty. (Every two years)

GDS 303. Resources, Climate Change, and Development (3 hours)

Prerequisite: GDS 200.

This course will examine the environmental processes in, and determinant of, international development, with emphasis on current challenges, concerns and policies. Students will explore issues such as resource management, sustainability, production, consumption, geography, and environmental pressures integral to the development process. (Every two years)

GDS 304. Development and Global Governance (3 hours)

Prerequisite: GDS 200.

Regulatory mechanisms and policy prescriptions imposed by international intergovernmental institutions have grown in significance in the era of globalization. This course will examine the impact of institutions such as the World Bank, International Monetary Fund, World Trade Organization, various development focused agencies of the United Nations, and regional development banks. (Every two years)

GDS 305. Sustainable Development (3 hours)

Prerequisite: GDS 200.

With the world poised to pursue an ambitious development agenda, sustainable development will be a central concept. This course examines the alternative perspectives and meanings of this concept by focusing on nations in transition. Topics covered will include: sustainable production and consumption, population growth and policies, resources allocation, global inequalities, and the growth imperative. (Every two years)

GDS 306. NGOs, Aid, and Advocacy in Action (3 hours)

Prerequisite: GDS 200.

This course focuses on the work of non-profit, private sector agencies in the context of development and transition in areas such as humanitarian relief, advocacy, and service delivery. The course explores the effectiveness of these agencies in serving as delivery vehicles for aid and the impact they have on the communities they serve. (Every two years)

GDS 308. Gender and Development (3 hours)

Prerequisite: GDS 200 or WGS 180

(Same as WGS 308)

An exploration of the theories and practices used in international development to understand and ameliorate gender inequalities. Case studies will be used to demonstrate historical shifts in the field and programmatic successes and failures. (Every two years)

Global Health Studies – GHS

GHS 101. Nutrition (3 hours)

This is an introductory course on human nutrition that emphasizes practical applications such as planning for normal nutrition through the life cycle, special needs of the elderly, children and pregnant women, sanitation of food, legislation, and labeling as it affects the food supply. The physiological, psychological, and economic aspects of obtaining an adequate diet as they relate to the changing needs of an individual will be discussed in addition to the relationship of nutrients to health and fitness. Current nutritional issues and controversies and food patterns of cultures and religions may also be discussed. (Every semester)

GHS 200. Introduction to Global Health (3 hours)

An interdisciplinary introduction to Global Health and International Health. The course examines the global burden of disease and the complex social, economic, political, environmental, and biological factors that structure the origins, consequences, and treatments of disease. This course emphasizes concrete and culturally-sensitive approaches to improving global health. (Every semester)

GHS 300. Global Health Challenges (3 hours)

Prerequisite: GHS 200.

An interdisciplinary and in-depth exploration of contemporary and historical problems in global health. Particular focus will be placed on theorizing global health disparities, analyzing specific case studies, and developing appropriate solutions to complex issues. This course may include a service-learning component. (Every two years)

GHS 320. Environmental Health (3 hours)

Prerequisite: GHS 200.

An overview of environmental health from local to global, addressing fundamental topics and current debates. This course examines the collective impact of the environment (natural and man-made) on human health. Students will learn about regulatory and social approaches for responding to environmental threats to human health. This course may include a service-learning component. (Every year)

GHS 325. Mental Health around the World (3 hours)

Prerequisite: GHS 200.

An interdisciplinary overview of mental health around the world. Topics include culturally-specific experiences of mental health, approaches to treatment, and analysis of mental healthcare systems and opportunities for reform. (Occasionally)

GHS 327. Non-Communicable Disease and Aging (3 hours)

Prerequisite: GHS 200.

An interdisciplinary overview of non-communicable diseases and aging in a global context from the perspectives of disciplines in the biomedical and social sciences. Topics include different categories of, treatments for, and global and regional patterns of non-communicable diseases and neoplasms. (Occasionally)

GHS 328. Vector-borne Disease (3 hours)

Prerequisite: GHS 200.

An interdisciplinary exploration of the dynamics involved in vector-borne disease from the perspectives of environmental, anthropological, and biological sciences. This course examines diseases, the insects that transmit them, and the numerous factors that allow disease to occur. Students will learn vector-borne disease theory, as well as apply these lessons through field-based data collection and subsequent laboratory analysis of specimens. Lab fee. (Every two years)

GHS 329. Global Nutrition: Food Insecurity, Obesity, and Disease (3 hours)

Prerequisite: GHS 101 or GHS 200.

An overview of nutrition on the global stage. This course uses a global perspective to analyze foundational nutritional concepts, including nutrient needs and deficiencies, food security, obesity, impacts on infectious and chronic disease, and culture. Students will develop essential skills for deconstructing the relationship between public health and nutrition. (Every two years)

GHS 330. Epidemiology (3 hours)

Prerequisites: STA 126 and GHS 200.

A survey of the concepts, methods, and applications of epidemiology with particular focus on global health. The course stresses study design, bio-statistical analysis, and application to surveillance, prevention, and health policy design. (Every year, fall semester)

GHS 335. Field Epidemiology (3 hours)

Prerequisite: GHS 330

A survey of the concepts, methods, and applications of field epidemiology. This course addresses the key components required for effective application of epidemiologic methods in investigating acute public health events, on the ground and in real time. Students will learn the methodological framework laid out by the United States Centers for Disease Control (CDC) and develop the skills required to perform investigations of unexpected health outcomes. (Every two years)

GHS 350. Global Health Policy and Diplomacy (3 hours)

Prerequisite: Completion of a 300-level GHS course or consent of instructor.

An introduction to the process of developing and implementing global health policy. The course provides a framework for understanding the social, political, and economic dimensions of key global health policies and introduces the concepts and techniques of global health diplomacy. Students will develop skills in policy brief development, analysis, and evaluation through the exploration of a variety of contemporary case studies. (Every year)

GHS 355. Medical Geography (3 hours)

Prerequisite: GHS 200 or GEO 111.

Medical geography is the study of the geographic distribution of health, disease and illness, and their determinants. Students will be introduced to basic geographic concepts and techniques used to investigate a variety of health-related issues. Using theoretical frameworks in the fields of spatial and social epidemiology, students will learn about how place/location functions as a major determinant of health. Students will learn how to apply Geographic Information Systems (GIS) to global health problems. Lab fee. (Every two years)

GHS 365. International Public Health Interventions (3 hours)

Prerequisites: GHS 200 and a 300-level GHS course.

This course seeks to equip students with relevant skills necessary for responding to public health challenges in international settings. Students will be introduced to the frameworks, principles and strategies for developing, implementing, and evaluating international public health programs and interventions. Using a hands-on problem and solution-based approach, students will acquire practical and technical skills to conceptualize and design community and population-based public health interventions that can be applied to a variety of health problems, such as disaster and emergency response, nutrition, child well-being, HIV/AIDS, and reproductive health. Lab fee. (Every two years)

GHS 370. Health and Development in Africa (3 hours)

(Same as AFR 370)

Prerequisite: GHS 200.

An interdisciplinary examination of health and development issues in Africa. This course will examine such topics as disease burden, globalization, traditional healing systems, and the roles of history, culture, politics, and economics in shaping health and development in Africa. (Every two years)

GHS 371. Health and Development in Asia (3 hours)

Prerequisite: GHS 200.

An interdisciplinary examination of health and development issues in Asia. This course will examine such topics as disease burden, globalization, traditional healing systems, and the roles of history, culture, politics, and economics in shaping health and development in Asia. (Every two years)

GHS 372. Health and Development in Latin America (3 hours)

Prerequisite: GHS 200.

An interdisciplinary examination of health and development issues in Latin America. This course will examine such topics as disease burden, globalization, traditional healing systems, and the roles of history, culture, politics, and economics in shaping health and development in Latin America. (Every two years)

GHS 376. HIV/AIDS in Africa (3 hours)

Prerequisite: GHS 200.

An interdisciplinary examination of Africa's HIV/AIDS epidemic. This course explores the origins of HIV/AIDS in Africa, the contextual factors implicated in its spread, and the impact it has had on African society. Drawing from case studies from different countries, students will learn how to make both practical and theoretical sense of the multiple determinants of HIV/AIDS in Africa. (Every two years)

Great Books Program – GBK**GBK 101. Understanding Self and Others: Among Gods and Heroes (4 hours)**

Students will examine representations of and reflections on the self in order to develop as individuals in relationship to others. As the introductory course in the Great Books Program, selfhood will be explored through the prism of foundational works of the ancient Greeks including works by Homer, Aeschylus, Sophocles, Thucydides, and Plato. Writing instruction and written work for this course will further develop students' understanding of writing as a means of discovering and expressing ideas across domains of knowledge. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given toward developing the practical skill of writing as specified in the WRITING INSTRUCTION section of the catalog. GBK 101 fulfills the requirement of INT 101 for students in the Great Books Program. (Every year, fall semester)

GBK 202. Classical Cultures (4 hours)

Prerequisite: a grade of C or better in GBK 101.

Through readings from such authors as Plato, Euclid, Aristotle, and Virgil students will reflect upon and discuss some of the most seminal ideas of Western culture and examine ways in which Greco-Roman thought has shaped the Western world. Writing instruction and written work for this course will further develop students' understanding of writing as a means of discovering and expressing ideas across domains of knowledge. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given to developing the practical skill of writing as specified in the WRITING INSTRUCTION section of the catalog. (Every year, spring semester)

GBK 203. The Hebrew and Christian Traditions (3 hours)

Prerequisite: GBK 202 or approval of the program director.

Readings in several books of the Old and New Testaments as well as selections from Augustine and Aquinas. (Every year)

GBK 304. Order and Ingenuity (3 hours)

Prerequisite: GBK 203 or approval of the program director.

Readings from such authors as Dante, Chaucer, Machiavelli, Cervantes, Galileo, and Montaigne. (Every year)

GBK 305. The Modern Worldview (3 hours)

Prerequisite: GBK 304 or approval of the program director.

Readings from such authors as Shakespeare, Bacon, Descartes, Pascal, Hobbes, Newton, Locke, Hume, and Milton. (Every year)

GBK 306. Reason and Revolution (3 hours)

Prerequisite: GBK 304 or approval of the program director.

Readings from such authors as Rousseau, Goethe, Smith, Jefferson, Madison, Hamilton, Wollstonecraft, Kant, Tocqueville, Marx, Engels, Emerson, and Darwin. (Every year)

GBK 407. The Age of Ambivalence (3 hours)

Prerequisite: GBK 305 or 306 or approval of the program director.

Readings from such authors as Dostoevsky, Yeats, Mendel, Freud, Weber, and Nietzsche. (Every year)

Greek – GRK

GRK 153S-253S-353S. Greek Studies Abroad (1-15 hours)

Prerequisites: GRK 111 for GRK 153S, GRK 112 for GER 253S, GRK 251 for GER 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Greek language, literature, civilization, culture, history, and archaeology. Under the direction of a faculty member and/or an on-site supervisor, students must engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. May be repeated for a maximum of 15 hours of credit. (Occasionally)

History – HiS

HIS 105. Global Histories (3 hours)

A thematic introduction to historical thinking spanning the major eras of Global history. As students examine history in a global context, they consider how historians pose questions, use evidence, and propose interpretations. (Every semester)

HIS 120. Introductory Topics in History: (Subtitle) (1-3 hours)

A rotating-topic module course designed for majors and non-majors alike. European, American, and global topics will be offered; domestic or foreign travel may be required. May be repeated once with a different topic for a maximum of 4 hours of credit. (Occasionally)

HIS 210. The Twentieth-Century World (3 hours)

A history of world affairs from about 1900 through 2001, stressing the decline of the West's technical and geopolitical dominance and various global reactions to the spread of the West's liberal consumerism. (Every year)

HIS 215. Atlantic Europe in the Ages of Exploration and Enlightenment, 1450-1815 (3 hours)

A study of Atlantic Europe from 1450 to 1815 addressing subjects such as European overseas expansion, changes brought on by the Renaissance, Reformation and Enlightenment, the rise of fiscal-military statecraft, and the opening of the Age of Revolution. (Every two years)

HIS 224. Sub-Saharan Africa to Independence (3 hours)

(Same as AFR 224)

A study of sub-Saharan Africa before and during imperialism, addressing the spread of Islam, the trans-Atlantic slave trade, and the effects upon Africans of European trade, conquest, and administration. (Every two years)

HIS 225. Latin America and the Caribbean (3 hours)

(Same as AFR 225)

A study of Latin America and the Caribbean from the 15th century to the present addressing subjects such as indigenous culture, the establishment of European empires and African slavery in the region, 19th century independence movements, and 20th century national and economic developments. (Every two years)

HIS 317. Europe's Bourgeois Century, 1815-1914 (3 hours)

A study of Europe's transformations from the fall of Napoleon to the beginning of World War I addressing subjects such as the spread of trade, industries, cities, and global empires, the challenge of national cultures to noble and church influence, and the birth of a modernist counterculture. (Every three years)

HIS 342. The Atlantic Slave Trade (3 hours)

(Same as AFR 342)

A study of the human trafficking of Africans across the Atlantic from the late 15th to the late 19th centuries addressing subjects such as the origins, expansion, and decline of the trade, how enslaved people coped and resisted, and the trade's impact on Africa, Europe, and the Americas. (Every two years)

HIS 345. Colonial Americas in a Transatlantic World (3 hours)

A comparative study of the European Atlantic colonies from the age of Columbus to the end of the colonial era. The course focuses primarily on the Spanish, French, and British colonies and examines patterns of exploration, colonization, and settlement; developments in government, religion, and economics; and interactions of differing races, ethnicities, and nationalities. (Every two years)

Integrative Studies – INT**INT 101. Understanding Self and Others (4 hours)**

Students will examine representations of the self and its relationship to others as imagined within the four domains of natural science, social science, humanities, and the arts. Students will explore and reflect on conceptions of selfhood, their relationships with others, the moral and ethical values that guide them, and the influences that shape the formation of identities. As a Writing Instruction course, substantial attention will be given to developing skills in writing. (Every semester)

INT 201. Building Community (4 hours)

Prerequisite: a grade of C or better in INT 101, GBK 101, EGR 107, or TCO 141.

Students will study issues of the public good and propose solutions for building and maintaining community. By examining works from multiple domains, students will explore and reflect on the complexity of contentious issues and the use of civil and effective communication. As a Writing Instruction course, substantial attention will be given to developing skills in writing. (Every semester)

INT 301. Engaging the World (3 hours)

Prerequisite: INT 201 or GBK 202.

Students will examine the interconnectedness of global society and explore and develop responses to contemporary global challenges. They will develop a deeper understanding of their own perspectives on global issues by engaging a diverse range of international voices. Fulfills the Oral Communication requirement. Individual sections may be subtitled to reflect a particular focus. Individual sections may be subtitled to reflect a particular focus. Students participating in Mercer on Mission may take INT 301 a second time with a different topic for a total of 6 hours of credit. (Every semester)

International Affairs – IAF**IAF 253. Introduction to International Relations (3 hours)**

(Same as POL 253)

The course surveys the diplomatic, military, economic, legal, and organizational theories and variables that shape our understanding of relations between countries. Special emphasis is placed on contemporary world problems such as the environment, human rights, conflict, population, and poverty. (Every semester)

International and Global Studies – IGS**IGS 297. Global Ethics (3 hours)**

(Same as PHI 297)

An evaluation of international actors (nation-states, international organizations, and NGOs) and the actions they take, exploring the claim that a global consensus regarding right action in international affairs is possible or desirable. Topics include universal human rights, the use of force, global inequality, and structures that promote free trade and the international movement of capital. (Every two years)

Journalism - JMS

JMS 145. News Literacy (3 hours)

An introduction to key journalistic characteristics, such as verification, accountability, independence, and multiple perspectives, that distinguish real news from other forms of information. Students will examine the role of a free press in a democracy and the protections provided to journalists by the First Amendment. Critical-thinking skills necessary for judging the reliability of news accounts are emphasized. (Every year)

JMS 324. Investigative Reporting (3 hours)

Prerequisite: JMS 260.

This course focuses on multimedia investigative reporting with an emphasis on in-depth newsgathering techniques that empower students to hold people and institutions accountable for their words and actions. Students use research, data, and sources to better inform the public. Lab required. Lab fee. (Every two years)

JMS 365. Storytelling and Social Change (3 hours)

Prerequisite: JMS 120 or instructor permission.

An advanced theory and production class focusing on media storytelling as an agent for civic engagement and positive social change. Students will view and analyze prominent examples of documentary and narrative storytelling while preparing to assist local agencies in producing social advocacy videos that promote organizations or social causes. These service-learning production projects make up a significant component of the course. Lab required. Lab fee. (Occasionally)

JMS 370. Public Relations (3 hours)

A survey of the theory and practice of public relations, how public relations operates in organizations, its functions in society. Students will study the professional development of the field and models and theories guiding the practice. There is an emphasis on case studies, lectures, and experimentation with major public relations tools and practices. (Every two years)

JMS 400. Contemporary Journalism Ethics (3 hours)

This course examines the process of ethical decision making in professional media communication and the principles on which ethical decisions are based. Through readings, case studies, class discussions, and presentations, students will examine the role of ethics in different journalism and mass communication contexts, including reporting, digital storytelling, blogging, advertising, and public relations. (Occasionally)

JMS 431. Documentary (3 hours)

Prerequisite: JMS 351

An advanced video production course covering nonfiction formats. The course explores directing documentary with an emphasis on the analysis of nonfiction films and on writing, planning, directing, and editing class projects. The class will examine the documentary filmmaker's role, responsibilities, and methods of working in all phases of pre-production, production, and post-production. Lab required. Lab fee. (Every two years)

Latin – LAT**LAT 153S-253S-353S. Latin Studies Abroad (1-15 hours)**

Prerequisites: LAT 111 for LAT 153S, LAT 112 for LAT 253S, LAT 251 for LAT 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Latin language, Roman literature, civilization, culture, history, and archaeology. Under the direction of a faculty member and/or an on-site supervisor, students must engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Nine hours may count toward the major or 6 toward the minor. May be repeated for a maximum of 15 hours of credit. (Occasionally)

Media and Film Studies – MFS**MFS 101. Media and Society (3 hours)**

A survey of mass media with a focus on developing media literacy. The course introduces students to the consequences of media texts, industries, and technologies on individuals, politics, culture, and society. (Every semester)

MFS 240. Contemporary Issues and Media (3 hours)

(Same as PHI 233)

This course examines the way that contemporary issues are shaped, manipulated, and even caused by the media. The course is multidisciplinary, using theories from media and journalism studies, philosophy, psychology, and other fields to provide students with the ability to think and write critically and speak persuasively about these issues and problems. (Every year)

MFS 301. Critical Methods in Media Studies (3 hours)

Prerequisite: MFS 101

A survey of media and cultural studies, the course teaches students to critically analyze film and media texts, industries, audiences, and cultures by applying a range of disciplinary methods and theoretical perspectives. (Every two years)

MFS 310. Race, Gender, and Media (3 hours)

(Same as AFR 310 and WGS 310)

An examination of the role media plays in naturalizing and/or challenging social constructions of race and gender. The course teaches students to critically analyze identity and power across a range of mass media forms, industries, and audiences, with a focus on underrepresented and marginalized groups. (Every two years)

MFS 350. Mediating Identity: (Subtitle) (3 hours)

A focused examination of how media constructs particular social groups, identities, or positionalities in specific industrial, sociohistorical, and political contexts; for specific audiences; and within specific narrative, aesthetic, and representational forms. Potential topics include African American Cinema, Women's Film and TV, and Global Media. May be repeated with different topics for a maximum of 9 hours of credit in the major or 6 hours in the minor. (Every two years)

MFS 403. Media in Context: (Subtitle) (3 hours)

Prerequisite: junior or senior status

A historically-grounded examination of a particular film and/or media form, figure, trend, or mode of production within its industrial, sociocultural, and political contexts. Alternatively, the course might examine the (re)mediation of a historical event, moment, or phenomenon. Students will develop media analysis and historiography skills, culminating in a research-based project. May be repeated with different topics for a maximum of 9 hours of credit in the major or 6 hours in the minor. (Every two years)

Philosophy – PHI**PHI 195. Introduction to Ethics (3 hours)**

A study of the principal ethical traditions and theories of Western culture and their application to contemporary moral issues and social problems. This course provides a solid basis for anyone who wants training in the rational analysis of difficult and complex moral issues and decisions. (Every year)

PHI 233. Contemporary Issues and Media (3 hours)

(Same as MFS 240)

This course examines the way that contemporary issues are shaped, manipulated, and even caused by the media. The course is multidisciplinary, using theories from media and journalism studies, philosophy, psychology, and other fields to provide students with the ability to think and write critically and speak persuasively about these issues and problems. (Every year)

PHI 247. Eastern Philosophy (3 hours)

A study of some of the major traditions of Eastern philosophy. This course attempts to introduce students to the rich breadth and remarkable depth of some of the oldest philosophical schools of thought extant. The philosophies of India, in particular, may be traced back to poetic scriptural traditions originating in the 3rd millennium; and these traditions continue to inform lively contemporary schools of Indian philosophical thought. The humanism of Confucius and the schools of Chinese Philosophy that take their bearings from his ancient wisdom are both rich in their own terms and illuminating for students immersed in the intellectual traditions of the West. Readings will vary. No background in Western or Eastern philosophy presumed. (Every two years)

PHI 260. Philosophy of the Arts (3 hours)

This course is a survey of the philosophy of the arts. Subjects may include, but are not limited to, the nature of beauty, art as representation, aesthetics and the aesthetic experience, art and ethics, art as evoking or expressing emotions, the formal qualities of art, the relation between form and content, the intention of the artist, the art world, art in context, and the nature of the art object. Any of the arts may be studied, including, but not limited to, music, fine art, folk art, public art, film, architecture, dance, and performance. (Every two years)

PHI 265. Philosophy and Film (3 hours)

An introduction to philosophy and creative visual art through study of the discursive and aesthetic aspects of film. The course combines film criticism and appreciation with philosophical analysis in order to articulate the philosophical dimensions of art objects and the specific way film functions as a philosophical artistic medium. Materials of study include philosophical texts and seminal examples of both domestic and international film. (Every two years)

PHI 267. Philosophy and Literature (3 hours)

An examination of the relationship between philosophy and literature, including reading classic and contemporary literary texts as philosophy, and reading representative philosophical texts as literature. Commonalities and distinctions between these two modes of discourse, as well as their historical influence on one another, will be considered. (Every two years)

PHI 293. Bioethics (3 hours)

This course addresses a variety of ethical issues relating to healthcare and biotechnology. Topics may include, but are not limited to, the use of animals in scientific research; the use of humans as research subjects; the meaning of “informed consent”; the extent and limits of patients’ rights to privacy; euthanasia; abortion; organ transplants; genetic testing; reproductive technologies; and human embryonic stem cell research. (Every two years)

PHI 296. Environmental Ethics (3 hours)

An exploration of ethical questions concerning humans’ place in the natural environment, given the problems of climate change and loss of biodiversity. For example, who should decide environmental policy, and whose interests should decision-makers take into account? How do we weigh respect for individual liberty against the need to address world hunger and pollution? Is environmental protection compatible with economic growth and job preservation? (Occasionally)

PHI 297. Global Ethics (3 hours)

(Same as IGS 297)

An evaluation of international actors (nation-states, international organizations, and NGOs) and the actions they take, exploring the claim that a global consensus regarding right action in international affairs is possible or desirable. Topics include universal human rights, the use of force, global inequality, and structures that promote free trade and the international movement of capital. (Every two years)

PHI 313. Scholastic and Humanistic Philosophy (3 hours)

Prerequisite or co-requisite: PHI 311 or GBK 202 or GBK 203 or GBK 304.

A survey of late Medieval philosophy, which can include Islamic, Jewish, and Christian philosophers (Averroes, Maimonides, Aquinas, Ockham), and the rise of humanism, possibly including new approaches to ethics and politics (Machiavelli, Montaigne) and new approaches to nature (Bacon, Galileo). (Every three years)

Physics – PHY**PHY 108. Ancient Chinese Science and Technology (4 hours)**

An overview of ancient Chinese science and technological innovations. A wide range of topics including astronomy, optics, acoustics, magnetism, mathematics, and physical science will be covered. These topics are examined in both their historical Asian and modern science contexts. Three hours of lecture and three hours of lab each week. Lab fee. (Every other year)

Political Science – POL

POL 253. Introduction to International Relations (3 hours)

(Same as IAF 253)

Designed for political science majors and non-majors alike, this course surveys the diplomatic, military, economic, legal, and organizational theories and variables that shape our understanding of relations between countries. Special emphasis is placed on contemporary world problems such as the environment, human rights, conflict, population, and poverty. (Every semester)

POL 310. European Politics (3 hours)

Prerequisite: POL/IAF 253 recommended.

European politics explored by examining institutions, political processes, and behavior with examples drawn from individual countries and the European Union. (Every two years)

POL 312. Politics of Developing Nations (3 hours)

Prerequisite: POL/IAF 253.

This course treats the major problems of development in Latin America, Africa, and the Middle East. Special emphasis is placed on the interaction of domestic political, social, and economic variables in determining the pace and character of the development process. (Every two years)

POL 313. Middle East Politics (3 hours)

Prerequisite: POL/IAF 253.

This course is designed to introduce the student to the history and political trends of the region. The forces of change such as nationalism, Islamic revivalism, the Arab-Israeli peace process, and regional conflicts are given special attention. (Every two years)

POL 315. Latin American Politics (3 hours)

Prerequisite: POL/IAF 253 recommended.

Students will analyze the politics of the Latin American states through comparative processes. Emphasis is placed on how institutions and processes are shaped by forces such as the military, religion, and colonization. (Every two years)

POL 316. Politics of Russia and Its Neighbors (3 hours)

Prerequisite: POL/IAF 253 recommended.

An examination of the politics and issues of Russia and other former members states of the USSR with attention to the influence resulting from their communist legacy. (Occasionally)

POL 317. East Asian Politics (3 hours)

An exploration of the governing systems, political practices, and socio-political norms of countries located in East Asia and may include China, Japan, and South Korea. Particular attention is paid to rivalry and potential for conflict between the states located in the region, (Every other year)

POL 321. Public Opinion (3 hours)

Prerequisite: POL 101 recommended.

An examination of the role of citizen opinion in making political choices in a complex and contentious society. Topics include the manipulation of information, influence of social media, and information processing theories. (Every two years)

POL 324. Politics and the Media (3 hours)

Prerequisite: POL 101 recommended.

An exploration of the crucial role that news media plays in maintaining the United States' status as a representative democracy and why many see it as the fourth branch of government. Topics include the reporting process, social media, media effects, and biases. (Every two years)

POL 351. American Foreign Policy (3 hours)

Prerequisite: POL 101 recommended.

The institutions and procedures involved in the formulation and implementation of American foreign policy, with some consideration of the important elements and strategies of American foreign policy from World War II to the present. (Every two years)

POL 354. Principles of International Law (3 hours)

Prerequisite: POL 253.

This course considers the nature, sources, and evolution of public international law; its relation to domestic law; subjects and jurisdiction of international law; peaceful settlement of disputes; international agreements; state responsibility in treatment of aliens; the use of force; and the role of international organizations and courts. (Every two years)

POL 355. International Conflict and Security (3 hours)

Prerequisite: POL 253.

This course examines interactions between less-developed countries and the international system by reference to the notion of national security. Topics discussed include colonial legacy, the international financial and trade systems, global economic inequalities, food and health security, conflict and its resolution, and nuclear proliferation. (Every two years)

POL 356. The Politics of International Economic Relations (3 hours)

Prerequisite: POL 253.

An examination of the political determinants and consequences of economic relations between the nations of the world. Topics explored include international trade, international finance, international financial organizations, regional economic organizations, and economic treaties and conventions. (Every two years)

POL 358. Political Psychology in International Relations (3 hours)

Prerequisite: POL/IAF 253 recommended.

An examination of political psychology theories and their application to international politics. This course considers the role of individual and group psychology in influencing the trajectory of nations with an emphasis on the ways that emotions, cognition, and identity shape foreign policy and global interactions. (Every two years)

POL 365. Environmental Politics and Policy (3 hours)

(Same as AFR 365)

Prerequisite: POL 101 recommended.

An investigation of how political institutions, businesses, interest groups, activists, and citizens both conflict and cooperate on environmental issues. The formulation, implementation, and evaluation of policy is explored. The impact of environmental policy on racial equity, economic competitiveness, and public health is also considered. (Every two years)

Psychology – PSY**PSY 205. Psychology of Learning (3 hours)**

Prerequisite: PSY 101.

This course will provide an overview of empirical and theoretical perspectives on learning. Topics will include classical and operant conditioning, observational learning and many applied extensions of the basic learning process. (Every year)

PSY 221. Health Psychology (3 hours)

Prerequisite: PSY 101 or GHS 200.

This course will explore theoretical and empirical approaches to studying the influence of thought, feeling, and behavior on physical health. The class will examine the mind-body problem and how physical health is influenced by personality, social relationships, stress, expectations, behavior, and emotion expression. (Every year)

PSY 245. Lifespan Development (3 hours)

Prerequisite: PSY 101.

An introduction to the study of the psychological development of the individual. The focus of this course is both theoretical and empirical, including coverage of growth in physical, social, cognitive, emotional, behavioral, and personality traits across the life span. Students may take either PSY 245 or PSY 250, but not both. (Every year)

PSY 250. Child and Adolescent Psychology (3 hours)

Prerequisite: PSY 101.

An overview of human development in infancy through adolescence, encompassing physical, cognitive, and socio-emotional changes. Introduces the major theories of development and explores their ability to accurately describe and explain normal development. Central issues (e.g., nature versus nurture, mechanisms of development) are also explored. Students may take either PSY 245 or PSY 250, but not both. (Every year)

PSY 270. Psychology of Gender (3 hours)

(Same as WGS 270)

Prerequisite: PSY 101 or consent of instructor.

Examination of the theory and context in which the social construct of “gender” develops, and the impact this has on our perceptions of ourselves, how others perceive us, and how we relate to others. Emphasis will be placed on the diversity of such experiences. (Every two years)

PSY 275. Cross-Cultural Psychology (3 hours)

(Same as ANT 275)

Prerequisite: PSY 101.

An introduction to the perspectives, methods, and controversies in studying human psychology across cultures. Explores the dimensions along which cultures vary and examines specific differences and similarities between cultures in areas such as identity, social relations, child-rearing, and mental disorders. (Every year)

PSY 321. Health Behaviors Laboratory (4 hours)

Prerequisite: PSY 307 or NEU 394.

An examination of the biological, psychological, and social factors involved in health behaviors. Topics include, but are not limited to, pain, healthy habits, and complementary and alternative medicine. Laboratory investigations and written reports of empirical findings are required. Lab fee. (Every two years)

Religion – REL

REL 110. Why Religion Matters (3 hours)

A broad introduction to global religious traditions with a primary focus upon sacred texts from traditions in the East (Hinduism and/or Buddhism) and the West (Judaism, Christianity, and Islam). (Every semester)

REL 170. Abrahamic Religions (3 hours)

A thematic exploration of the traditional scriptures of Judaism, Christianity, and Islam with attention to the nature of sacred texts, the importance of communities of faith, and the influences of Judaism, Christianity, and Islam in contemporary global culture. The course will address at least two and no more than three relevant themes: the figure of Abraham, the emergence of monotheism, the role of prophets, women in society, violence and war, poverty, and the importance of a worshiping community. (Every semester)

REL 215. Introduction to Islam (3 hours)

A general introduction to Islam, its origins, foundational beliefs and practices, internal diversity, and sacred texts (the Qur'an and hadiths) and their interpretations over the centuries. Select passages from the sacred texts are analyzed closely to understand how interpretations change through time and context and lead to further diversity in meaning. (Every year)

REL 220. Introduction to Hinduism (3 hours)

An examination of the various communities, texts, and practices that have come to be known as Hinduism. Attention will be given to the historical origins of Hinduism in South Asia, classical Hindu texts and rituals, and more recent developments in Hindu thought in the contemporary period. (Every year)

REL 225. Introduction to Buddhism (3 hours)

An examination of the various communities, texts, and practices that have come to be known as Buddhism. Attention will be given to the life of the Buddha and his teachings, key Buddhist texts and rituals, and the spread of Buddhism into Central and East Asia and beyond. (Every year)

REL 336. Ethics and Global Development (3 hours)

Prerequisite: permission of instructor.

A framework for global development in conversation with ethics, Christian thought, and best practices in global-development work. Students will apply and evaluate this framework to assess the service project included in the course. (Occasionally)

REL 352. Health and Healing Across Religions (3 hours)

An exploration of healing practices and ideas about health among a wide range of religious groups, including Native Americans, Hindus, Buddhists, Jews, Muslims, Christians, and New Religious Movements. The course uses conversations with practitioners and case studies to increase religious literacy and cultural competence. (Every two years)

REL 355. Islamophobia (3 hours)

A close look at Islamophobia in everyday life, on micro and macro levels, in politics, policy, law, and education, and how Muslims and non-Muslim allies address it. The course includes a brief history of the evolution of anti-Muslim prejudice with special attention to its political roots and U.S. relations with the Middle East. (Every other year)

REL 356. Asian Religions (3 hours)

An examination of the history, sacred texts, beliefs, and practices of the major religious traditions originating in South and East Asia. Religions studied will include Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, and Shinto, with additional focus on Christianity and Islam in Asia. Attention will be given to the development of these religions in their places of origin and to their enduring influence. (Every two years)

Sociology – SOC**SOC 210. Social Problems (3 hours)**

This course examines problems of social inequality, deviance, and social institutions in a local and global context. Some societal problems focused upon in the course include poverty, racial discrimination, sexism, crime, drugs, and educational inequality. Students will explore the consequences of social problems and use sociological theories to explain their persistence and define solutions. (Every year)

SOC 225. Social Movements (3 hours)

This course examines how college students and others in the community bring about social change through movements such as those for environmental protection, civil rights, peace, women's rights, and the alleviation of poverty. The class will explore social movement strategy, participation in activist groups, and the ability of movement organizations to achieve their goals. Types of movements (e.g., liberal and conservative), the role of traditional and electronic media in mobilization, and coalitions between movement organizations are some of the other topics examined in the course. (Every two years)

SOC 295. Sociology of Race and Ethnicity (3 hours)

(Same as AFR 295)

Prerequisite: SOC 101 or AFR 190.

This course examines the social factors that have shaped understandings of race across time and place, and the implications of these categories for race relations and racial identity. Students will examine the intersections between race and social institutions (e.g., education, media, and criminal justice) and how prejudice, discrimination, and racism operate through these institutions. (Every two years)

SOC 312. Sociology of Gender and Sexuality (3 hours)

(Same as WGS 312)

Prerequisite: SOC 101 or WGS 180.

An examination of social factors that influence our understanding of gender, sexuality, and sexual identities in society. Students will develop a critical, empirically-based understanding of the structural and historical foundations of gender and sexuality in society through study of topics related to gender performance, gender inequality, sexualities, sexual behavior, sex education, and sexual health. (Every two years)

SOC 321. Globalization and Society (3 hours)

Prerequisite: SOC 101.

This course focuses on the processes of globalization (economic, political, and geographic) and the nature of their impact in modern societies. It examines sociological theories of globalization that relate to arguments of dependency, modernization, neo-colonialism, and cultural and civilizational clash. The course is centrally concerned with the unequal distribution of wealth and power for social cohesion and stability at different scales (global-local). (Every three years)

SOC 323. Medical Sociology (3 hours)

Prerequisite: SOC 101 or GHS 200.

An examination of the social and medical models that define health and illness in society, especially in terms of physical health, mental health, and disability. Students will explore the development of illness as a way to manage and control behavior and social factors that affect health and illness, including their association with social distributions of health and implications for healthcare access and medical treatment. (Every two years)

SOC 324. Health Disparities (3 hours)

Prerequisite: SOC 101.

An examination of the relationship between social inequality and health outcomes including cultural, economic, and demographic considerations. This course explores how social forces influence health and disease, the intersection of individual and societal level factors, and corresponding divergent health outcomes, including racial, economic, and gender disparities. (Every two years)

SOC 325. Urban Ecology (3 hours)

The study of how human beings interact with the natural environment across increasingly urbanized landscapes. The course will focus on how cities create sustainable urban environments that protect and improve the natural environment while increasing human well-being. Topics include the study of the historical development of cities, current urbanization trends and impacts, systems-based thinking, the critical role of community engagement, and modern urban-planning concepts and strategies for creating sustainable cities. (Every two years)

SOC 327. Globalization and Immigration (3 hours)

Prerequisite: SOC 101

An in-depth look at the social impacts of globalization and immigration patterns in contemporary societies. We will examine the economic, political, cultural, and technological forces that are driving globalization and encouraging immigration as well as the subsequent effects of these flows of capital, goods, people, and ideas. (Every two years)

SOC 330. The Sociology of Language, Culture, and Communication (3 hours)

Prerequisite: SOC 101.

The sociological study of language and communication with attention given to language as the organ or medium for comprehending reality; semantics and the problem of meaning; the relation between language and the cultural history of a people. (Occasionally)

SOC 334. Marriage and Family (3 hours)

(Same as WGS 334)

Prerequisite: SOC 101 or WGS 180.

This course provides an overview of marriage and family issues. Students will examine historical changes in the meaning and role of marriage and family in society by considering the impact of social structure and culture. Students will also examine different ways in which class, gender, race, and other social positions influence people's experiences in relation to marriage and family. (Every two years)

SOC 340. Sociology of Religion (3 hours)

Prerequisite: SOC 101.

This course will review the history and meaning of a wide variety of western, eastern, and indigenous religions. In addition, the course will deal with the social construction of religious life, new religious movements, religion and violence, and multicultural religious themes of tolerance. It will expose students to the forces that legitimate, sustain, and challenge religious systems of belief and ritual in the midst of our scientific and technologically oriented world. (Every two years)

SOC 360. Environmental Sociology (3 hours)

This course uses the sociological perspective to examine environmental problems on the local, national, and global level. It explores how culture and social institutions affect the environment as well as the distribution of environmental problems according to socio-economic conditions. This course also examines the environmental movement and its potential to address environmental problems. (Every two years)

SOC 386. Race, Gender, and Crime (3 hours)

(Same as WGS 386 and AFR 386)

Prerequisite: CRJ 160, SOC 101, WGS 180, or AFR 190.

A theoretical and empirical study of the significance of race and gender to criminal offending and criminal justice processing. Students will examine how gender and race influence criminal involvement and experiences in the criminal justice system and consider the implications of intersections of race, gender, and other social positions to contemporary issues of crime and criminal justice. (Every two years)

SOC 387. Communities and Crime (3 hours)

Prerequisite: SOC 101 or CRJ 160.

A theoretical and empirical examination of the relationship between communities, neighborhoods, and crime. Students will examine how community/neighborhood development, structure, culture, and other contextual processes influence delinquency and crime. Students will also consider the implications of community processes for social and crime control. (Every two years)

Spanish – SPN

SPN 153S–253S–353S. Spanish Studies Abroad (1-15 hours)

Prerequisites: SPN 111 for SPN 153S, SPN 112 for SPN 253S, SPN 252 for SPN 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Spanish language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an on-site supervisor, students must engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. May be repeated for a maximum of 15 hours of credit; nine hours may count toward the major or 6 toward the minor. (Occasionally)

SPN 313. Culture and Civilization of Spain (3 hours)

Prerequisite: SPN 301 or SPN 331.

This course is designed to engage and prepare students in a cultural, historical and geographical exploration of Spain while continuing the enhancement and refinement of the four language skills (listening, reading, writing, and speaking). Classroom discussions will be supplemented by films and readings from newspapers, magazines and selected literary works which highlight the political, historical and social situation of Spain today. (Every year)

SPN 314. Culture and Civilization of Latin America (3 hours)

Prerequisite: SPN 301 or SPN 331.

This course is designed to engage and prepare students in a cultural, historical and geo- graphical exploration of Latin America while continuing the enhancement and refinement of the four language skills (listening, reading, writing, and speaking). Classroom discussions will be supplemented by films and readings from newspapers, magazines and selected literary works which highlight the political, historical and social situation of Latin America today. May include a service-learning component. (Every year)

Women's and Gender Studies

WGS 270. Psychology of Gender (3 hours)

(Same as PSY 270)

Prerequisite: PSY 101 or consent of instructor.

Examination of the theory and context in which the social construct of “gender” develops, and the impact this has on our perceptions of ourselves, how others perceive us, and how we relate to others. Emphasis will be placed on the diversity of such experiences. (Every two years)

WGS 308. Gender and Development (3 hours)

Prerequisite: GDS 200 or WGS 180

(Same as GDS 308)

An exploration of the theories and practices used in international development to understand and ameliorate gender inequalities. Case studies will be used to demonstrate historical shifts in the field and programmatic successes and failures. (Every two years)

WGS 310. Race, Gender, and Media (3 hours)

(Same as AFR 310 and MFS 310)

An examination of the role media plays in naturalizing and/or challenging social constructions of race and gender. The course teaches students to critically analyze identity and power across a range of mass media forms, industries, and audiences, with a focus on underrepresented and marginalized groups. (Every other year)

WGS 312. Sociology of Gender and Sexuality (3 hours)

(Same as SOC 312)

Prerequisite: SOC 101 or WGS 180

An examination of social factors that influence our understanding of gender, sexuality, and sexual identities in society. Students will develop a critical, empirically-based understanding of the structural and historical foundations of gender and sexuality in society through a study of topics related to gender performance, gender inequality, sexualities, sexual behavior, sex education, and sexual health. (Every two years)

WGS 315. Gender and Communication (3 hours)

(Same as COM 315)

A study of gender in relation to the public sphere. The primary focus is on feminist approaches to rhetoric and rhetorical theory. Students will also examine how gender intersects with the study of human relationships. (Every other year)

WGS 334. Marriage and Family (3 hours)

(Same as SOC 334)

Prerequisite: SOC 101 or WGS 180.

This course provides an overview of marriage and family issues. Students will examine historical changes in the meaning and role of marriage and family in society by considering the impact of social structure and culture. Students will also examine different ways in which class, gender, race, and other social positions influence people's experiences in relation to marriage and family. (Every two years)

WGS 345. Health and Gender (3 hours)

(Same as ANT 345)

Prerequisite: ANT 101 or GHS 200 or WGS 180.

An ethnographically informed examination of the gendered dimensions of health in global context. The course explores such topics as sexual and gender identity, gender-based violence, sexual and reproductive health, masculinity, and infertility. (Every two years)

WGS 361. The Biology of Sex and Gender (3 hours)

(Same as BIO 361)

Prerequisites: WGS 180 or a grade of C or better in BIO 260 or BIO 280.

The student will gain a knowledge base of the biology of sex, as well as, exposure to material that inspires one to study science with a critical eye, in particular, from a feminist framework. Topics covered may include the evolution of meiotic sex, human reproductive biology, environmental influences on reproductive biological development, socio-biological theories and sexual behavior in animals, and feminist analyses of the biological sciences. Pedagogy may include collaborative group work. (Occasionally)

WGS 373. Picturing Gender (3 hours)

(Same as ART 373)

Prerequisite: ART 106, ART 107, or consent of instructor.

A consideration of the changing roles of visual art and mass media in the understanding of gender. Primary texts and images are interpreted through scholarship that incorporates feminist, queer, visual, and critical theory. (Every three years)

WGS 375. Maternal and Child Health (3 hours)

Prerequisite: WGS 180 or GHS 200.

An exploration of maternal, neonatal, and child morbidity and mortality in the global context, with emphasis on conditions in developing nations. This course will focus on the sociocultural, political, and economic causes of poor maternal and child health, while introducing students to approaches in MCH health prevention, promotion, and program design. (Every two years)

WGS 378. Images of Women in Literature (3 hours)

(Same as ENG 378)

A study of the literary representation of women, with emphasis on the lives and careers of women writers. Authors covered may include Austen, Bronte, Wharton, Woolf, Morrison, and others. (Every two years)

WGS 386. Race, Gender, and Crime (3 hours)

(Same as SOC 386 and AFR 386)

Prerequisite: CRJ 160, SOC 101, WGS 180, or AFR 190.

A theoretical and empirical study of the significance of race and gender to criminal offending and criminal justice processing. Students will examine how gender and race influence criminal involvement and experiences in the criminal justice system and consider the implications of intersections of race, gender, and other social positions to contemporary issues of crime and criminal justice. (Every two years)

Stetson-Hatcher School of Business:**Business – BUS****BUS 102. Mediation Skills for Student Leaders (3 hours)**

This course is particularly relevant for students active in campus leadership and seeking to learn how best to serve their communities upon graduation. Participants will: (1) increase their understanding of conflict and the role of mediation, (2) develop skills to enhance their ability to use mediation to empower others, and (3) engage diverse groups and communities to help identify common interests and develop transformative processes of change. Priority registration is given to Business Scholars and others in the University Honors Program. The course will require a team-based, service-learning project. (This course does not count toward any business major or minor.) (As needed)

BUS 413. Business Studies Abroad (1-6 hours)

Prerequisites: ECN 341, FIN 451, and MGT/MKT 372; or consent of the instructor.

Travel to a foreign country is required. This involves visitation to corporations, factories, banks, and government organizations. Students are given a reading list and a basic book on international business as early as three months in advance of the trip and are required to attend lectures on different topics prior to the trip. A research topic will be chosen based on each student's interest or based on the itinerary presented by the coordinator of the studies abroad. Students will present their research to the class upon their return to Atlanta/Macon. Direct costs, such as airfare, meals, and lodging, are added to normal tuition charges. (Summer) (As needed)

Economics – ECN

ECN 150. Principles of Microeconomics (3 hours)

Prerequisite: mathematics competency or completion of a college mathematics course.

This course requires the study of the basic tools of economic analysis and principles necessary to appreciate economic relationships, business behavior and consumer behavior. Special emphasis will be given to the areas of supply and demand, marginal analysis, and the theory of the firm.
(Every semester)

ECN 151. Principles of Macroeconomics (3 hours)

Prerequisite: mathematics competency or completion of a college mathematics course.

The course requires the study and analysis of national income accounting, income determination theory, money and monetary policy, fiscal policy, international trade, and the theory of economic growth. Special attention will be given to current economic conditions and trends. (Every semester)

ECN 336. Economics of Sports (3 hours)

Prerequisites: ECN 150 and ECN 151.

This course examines economic issues pertaining to professional and amateur sports. Microeconomic theory is extended into this area of interest. Topics covered include the expansion of leagues, the economic impact of new stadiums, the economics of the media and sport, labor market issues of free agency, NCAA rules and collegiate sports. (Every year)

ECN 341. International Economics (3 hours)

Prerequisites: ECN 150 and ECN 151.

This course is a study of the theory and mechanisms of international trade and the international monetary mechanism. Barriers to the movement of goods and services, and recent developments in the international organizations aimed at relaxing restrictions, are also studied. Credit may not be earned in both ECN 341 and ECN/FIN 444. (Every year)

ECN 347. Economic Development (3 hours)

Prerequisites: ECN 150 and ECN 151

This course explores why some nations are rich and others are poor. It provides a framework of analysis and possible answers from different perspectives.

ECN 348. Seminar in Economic Growth (3 hours)

Prerequisites: ECN 150 and ECN 151.

This is a seminar in the economic analysis of economic growth. Areas of emphasis are as follows: nature of growth; what is not growth; importance of growth; the physical environment issue; growth over time and among nations; sources of growth; theories of growth and supporting empirical evidence; interaction of growth with economic stability and income distribution; and institutional, monetary, and fiscal policies related to growth. (Occasionally)

ECN 432. Urban and Regional Economics (3 hours)

Prerequisites: ECN 150 and ECN 151.

This course offers students the opportunity to study a variety of important social and economic phenomena in urban and regional settings. Topics covered in this course include an economic analysis of poverty, housing, land use, transportation, and public services, with special references to social problems arising from the uneven distribution and immobility of resources. (As needed)

ECN 436. Economics of Sports (3 hours)

Prerequisites: ECN 150 and ECN 151.

This course examines economic issues pertaining to professional and amateur sports. Microeconomic theory is extended into this area of interest. Topics covered include the expansion of leagues, the economic impact of new stadiums, the economics of the media and sport, labor market issues of free agency, NCAA rules and collegiate sports. (Every year)

ECN 443. Labor Economics (3 hours)

Prerequisites: ECN 150 and ECN 151.

This course focuses on the economic behavior of labor markets. It includes a study of major labor issues in the United States and the social and economic policies affecting the labor movement. The economic organization of labor organizations and trade unionism will also be covered. The treatment of this area will also include discussions of recent and pending legislation in the states and nation. (As needed)

ECN 452. Environmental Economics (3 hours)

Prerequisites: ECN 150 and ECN 151.

This course is an examination of the interrelationship that exists between the physical environment and the economic system. Models of general equilibrium analysis, welfare economics, and property rights are developed; these are supplemented by readings from scholarly journals. Emphasis is placed upon the ability of free markets to allocate scarce environmental resources efficiently, across both space and time, among competing uses. (As needed)

Finance – FIN

FIN 362. Principles of Finance (3 hours)

Prerequisites: ACC 204 and MAT 133.

This course provides an introductory exploration into the realm of finance, focusing on the perspective of corporate financial managers striving to enhance shareholder wealth. Topics include firm objectives, the agency problem, time-value of money, risk and return, bond and stock valuation, capital budgeting, and cost of capital. (Every semester)

FIN 404. Investments (3 hours)

Prerequisites: FIN 362 and STA 126.

The purpose of the course is to evaluate the various financial investments that are available to the investor and to emphasize the risk-return trade off. The main topics covered in the course are stock and bond analysis, securities markets, efficient market hypothesis, behavioral finance and technical analysis. By the end of the course you should have a good understanding of the how the security markets function, the concept of risk and return and how to develop investment strategies. (Every fall)

FIN 417. Underwriting (3 hours)

Prerequisite: FIN 318 (Property and Casualty Insurance).

This course covers property and casualty underwriting through the principles of underwriting; strategic underwriting techniques; the insurance production environment; and insurance agency management tools and processes. Students will learn to assess whether to accept insurance risks (or groups of risks) and at what price. (Every year)

FIN 451. International Finance (3 hours)

Prerequisites: FIN 362 and STA 126.

This course will introduce students to the principles of international finance. Some of the fundamental concepts of corporate finance, as learned in the first finance course, will be applied to a global setting. Moreover, students will be exposed to the mechanics of the international monetary system and foreign exchange rates. (Every spring)

Management – MGT

MGT 315. Global Operations Management (3 hours)

Prerequisite: ISE 456 or MGT 382.

This course examines challenges managing global operations across firms' boundaries. Global customer and supplier relationships are examined. Functional roles of operations, supply and logistics management are clarified. Critical elements of operations strategy, capabilities are studied. Topics include sociocultural factors, the global environment, worldwide economies, transportation systems, multi-national supply chain management and technological issues, and challenges involved in operating across borders. (Every Year)

MGT 320. Event Management (3 hours)

Prerequisites: MGT 263 and MKT 261.

This course addresses the lifecycle of an event and the preparations needed to ensure its success. An emphasis is placed on formal project management and professional event coordination. (Every year)

MGT 325. Social Business (3 hours)

Prerequisite: MGT 263

This course helps students understand social business from the perspective of entrepreneurial manager and leader, explain the concepts associated with social business, build on their business skills and insights acquired during their core classes, practice their business skills while working in teams, and learn how to develop a business plan for a social business.(Occasionally)

MGT 327. Entrepreneurship (3 hours)

Prerequisites: MGT 263 and MKT 261.

An entrepreneur is someone who undertakes a venture, organizes it, raises capital to finance it, and assumes all or a major portion of the risk. This course typically covers profiles of entrepreneurs, means of going into business, venture opportunities, and the financial aspects of becoming an entrepreneur. Extensive case studies and projects are required. Each student also develops a business plan. (Every fall)

MGT 328. Leadership (3 hours)

Prerequisite: MGT 263.

This course presents a study of the theory and practice of leadership, particularly as it applies to concepts that deal with social interaction and interpersonal behavior and how the manager influences others through leadership. Examples of real and fictional leaders are discussed. (Every year)

MGT 337. New Venture Creation (3 hours)

Prerequisite: MGT 327

This course is designed to teach entrepreneurs how to create an organization. Students learn and apply powerful frameworks and methodologies that are useful for planning and launching new ventures, and for intrapreneurship. A business plan in hand, students learn how to secure financing, create organizational structures and cultures, design operational processes, as well as build and grow the venture into a successful enterprise.

MGT 354. Seminar in Entrepreneurship (1 hour)

Prerequisite: MGT 263.

This course from our scholar in residence includes entrepreneurial guest speakers. Students will gain practical experience by learning from a varied array of experienced entrepreneur presenters. (Every fall)

MGT 367. Entrepreneurial Financial Management (3 hours)

Prerequisite: MGT 263

This course examines the process of financial forecasting for a new venture, effective financial management of an emerging business, and sources of financing. Topics include debt versus equity financing, venture and angel capital, business evaluation, cash flow, pro-forma financial statement development, and exit strategies. (Every fall)

MGT 372. International Management and Marketing (3 hours)

(Cross-listed with MKT 372)

Prerequisites: MGT 263 and MKT 261.

The course provides the opportunity to study, at an advanced level, the major marketing and management issues and opportunities facing business managers in an international setting. Primary emphasis is on the study of developing and adjusting strategies, in light of home and host countries' incentives and restrictions, to meet corporate objectives. Students may not receive credit for both MGT 372 and MKT 372. (Every year)

MGT 457. Entrepreneurial Innovation in Society (3 hours)

Prerequisite: MGT 327

Entrepreneurs use innovative approaches to create new products, processes, and services. This course explores the most current trends businesses of the future must take in consideration, and work within, such as ecology, sustainability, and stakeholder management. It introduces students to the evolving role business plays in society and challenges students to explore how business can and should create value for society. (Occasionally)

Marketing – MKT

MKT 322. Public Relations (3 hours)

Prerequisite: MKT 261.

This course provides practical and theoretical insights into the world of public relations. The goal of this course is to introduce students to the field and familiarize them with fields' best practices to help organizations of any size build successful relationships with their stakeholders. (As needed)

MKT 337. Social Media Marketing (3 hours)

Prerequisite: MKT 261.

Examines the role of the Social Media marketing function in planning and implementing objectives of the firm. An examination of relationships with consumer markets, industrial markets, channels of distribution, product and pricing policies, promotion, and control. An introduction to the basic principles of Social Media Marketing and the marketing environment, with a focus on development of an understanding of the ethical planning, implementing, and controlling of Social Media Marketing activities on a local, national, and international scale.(As needed)

MKT 372. International Management and Marketing (3 hours)

(Cross-listed with MGT 372)

Prerequisites: MGT 263 and MKT 261.

The course provides the opportunity to study, at an advanced level, the major marketing and management issues and opportunities facing business managers in an international setting. Primary emphasis is on the study of developing and adjusting strategies, in light of home and host countries' incentives and restrictions, to meet corporate objectives. Students may not receive credit for both MGT 372 and MKT 372. (Every year)

Sports Marketing and Analytics – SBM

SBM 320. Facilities Management (3 hours)

Prerequisite: MGT 263.

This course provides students with fundamental knowledge and skills in designing and managing sport and recreational facilities and organizing sport events. This course includes facility requirements and enhancements for both indoor and outdoor areas, planning for events from routine athletic schedules to special events and tournaments, scheduling of facilities and events, and equipment management. Attention is given to the Americans with Disabilities Act regulations, as well as maintenance of both facilities and equipment. Woven throughout the course are issues of liability and risk management. (Every year)

School of Engineering

Engineering – EGR

EGR 107. Introduction to Engineering Design (3-0-3)

Prerequisite: be a fully admitted student in the School of Engineering or have the written permission of the Dean.

Systematic procedures for engineering design. Student teams pursue design projects that incorporate problem identification, information gathering, development of alternative solutions, merit analysis, decision presentation, implementation, testing, and redesign. Students practice skills in preparing and presenting a variety of engineering-related written and oral reports. Lab fee required. (Every year)

EGR 232. Statics/Solid Mechanics (3-0-3)

Co-requisites: MAT 192, PHY 161.

Equilibrium of concurrent force systems. Stress, strain, and axial deformation. Hooke's Law. Rigid-body equilibrium. Stresses and deformation in shafts and beams. Shear and bending moment diagrams. Column buckling. (Every semester)

EGR 236. Dynamics (3-0-3)

Prerequisites: EGR 232, MAT 192, PHY 161.

Planar kinematics of particles and rigid bodies. Planar kinetics of particles and rigid bodies: force and acceleration, work and energy, and impulse and momentum. (Every semester)

EGR 244. Electric Circuit Analysis I (3-0-3)

Co-requisite: MAT 330.

Basic electrical circuit analysis; DC and sinusoidal steady-state circuits, manual and computer analysis methods, capacitance and inductance. (Every semester)

EGR 245. Electric Circuit Analysis II (3-0-3)

Prerequisite: EGR 244.

An introduction to electronic components: diodes, junction transistors, field effect transistors, operational amplifiers, and small signal amplifiers. Magnetic fields and circuits. Rotational and moving iron transducers, AC and DC motors and generators, transformers, single-phase power, three-phase systems and power, and stepper motors. (Every semester)

EGR 251. Introduction to Professional Ethics (1-0-1)

Co- or Pre-requisite: EGR 244 or junior standing.

This course is an introduction to engineering ethics, which stresses analytical thinking regarding the application of professional ethical codes to specific cases. A brief survey of some of the major ethical theories proposed by philosophers and the general relationship between advancing technology and society's ethical standards are studied. (Every semester)

EGR 312. Engineering Economy (3-0-3)

Prerequisite: MAT 192.

Economics in engineering decision making, interest and present worth, depreciation, economic analysis of engineering alternatives. Project management, budgeting and cost estimation, and economic analysis. The use of software tools in economic analysis and project management. (Every semester)

Engineering Civil Specialization – ECV**ECV 310. Water and Wastewater Treatment Design (3-0-3)**

Prerequisite: ECV 290.

An introduction to water quality objectives and the chemical, physical, and biological processes necessary for designing and managing modern drinking water and wastewater treatment plants. The principles of coagulation, flocculation, sedimentation, filtration, biological treatment, solids handling, disinfection, and advanced treatment processes are presented. (Every year)

ECV 320. Structural Analysis (3-0-3)

Prerequisite: EGR 232.

Analysis of statically determined structures: reactions, shear, and moment; truss analysis; deflection; influence lines and moving loads. (Every year)

ECV 325. Civil Engineering Materials (3-0-3)

Prerequisite: C or better in EGR 232.

The course applies mechanics of materials principles to examine the fundamental behavior of concrete, masonry, wood, asphalt, steel and other metals. The composition and fabrication of the materials will be discussed in class while physical and mechanical characteristics of the materials will be measured in the laboratory. (Every other year)

ECV 325L. Civil Engineering Materials Lab (0-3-1)

Co-requisite: C or better in EGR 232.

The course applies mechanics of materials principles to examine the fundamental behavior of concrete, masonry, wood, asphalt, and metals. The physical and mechanical characteristics of the materials will be measured in the laboratory through hands-on experiments. Lab fee required. (Every other year)

ECV 345. Introduction to Geotechnical Engineering (3-0-3)

Prerequisite: EGR 232.

Co-requisite: ECV 345L.

An introduction to the theoretical and empirical principles of Geotechnical Engineering (soil/rock mechanics). Topics include geological formations of natural soils, soil sampling, classification, influence of water, effective stress estimation, shear strength, stress-strain relationships and the estimation of settlement. (Every year)

ECV 345L. Introduction to Geotechnical Engineering Lab (0-3-1)

Co-requisite: ECV 345.

Introduction to the basic behaviors of soils and the methods used in engineering practice for measuring and describing soil behaviors. Lab fee required. (Every year)

ECV 410. Transportation Engineering and Planning (3-0-3)

Prerequisite: EGR 232, EGR 236, EGR 252, ECV 322.

This course offers an introduction to transportation engineering, including the characteristics of transportation modes, interaction between modes, facility design consideration, planning of transportation systems, economics, public policy, implementation and management. (Every year)

ECV 421. Basic Structural Design (3-0-3)

Prerequisite: ECV 320.

Loads; design of principal components – beams, columns and simple connections – of steel and reinforced concrete structures. Design projects. (Occasionally)

ECV 422. Design of Steel Structures (3-0-3)

Prerequisite: ECV 320.

This course uses the Load and Resistance Factor Design (LRFD) and Allowable Strength Design (ASD) philosophies to design steel members for tension, compression, bending, shear and combined effects of axial forces and bending moments. The course also includes design of simple connections and an understanding of the three options for performing lateral stability analysis of steel structures. The course culminates with an end of term design project. (Occasionally)

ECV 423. Design of Reinforced Concrete Structures (3-0-3)

Prerequisite: ECV 320.

This course uses the Load and Resistance Factor Design (LRFD) philosophy to design reinforced concrete members for tension, compression, bending, shear and combined effects of axial forces and bending moments. The course also includes concrete foundation design and detailing requirements for concrete construction. The course culminates with an end of term design project. (Occasionally)

Engineering Electrical Specialization – ECE**ECE 311. Electronics I (3-0-3)**

Prerequisites: C or better in ECE 202, C or better in EGR 245.

Introduction to the characterization of passive and active semiconductor devices and applications in electrical circuits. Focus on diodes, junction and field effect transistors, integrated circuit operational amplifiers, and on their typical uses in amplifiers, ac/dc conversion, switching, and other linear and nonlinear systems. Features use of simulation tools. (Every year)

ECE 312. Electronics II (2-0-2)

Prerequisite: C or better in ECE 311.

Co-requisite: ECE 312L.

Continuation of the study of characteristics and applications of semiconductor devices and electronic circuits. Extension to power devices, multi-component integrated circuits, optoelectronic devices, and to oscillators and filters at video and RF frequencies. Focus on hands-on laboratory experiences and the circuit design process. (Every year)

ECE 312L. Electronics II Laboratory (0-3-1)

Co-requisite: ECE 312.

Hands-on laboratory experiences with a focus on the circuit design process. Lab fee required. (Every year)

ECE 412. Electric Machinery Fundamentals (3-0-3)

Prerequisite: EGR 245.

The goal of this course is to provide a basic understanding of electrical machines, particularly their characteristics and operational behavior. The lectures will cover fundamental concepts such as magnetic mechanisms for electric machinery, transformer mechanisms, and basic principles of AC machines and DC machines, including synchronous generators and motors, induction motors, and DC motors. (Occasionally)

ECE 413. Electric Motor Drives (3-0-3)

Prerequisite: EGR 245.

The course covers the basic mechanics, operation, and modeling of different DC and AC electric motors. Various types of motor controls are investigated including start/brake/stop switching, forward/reverse switching, and speed control of the motor drive system by using the power electronic techniques. (Occasionally)

ECE 429. Mobile Application Development (3-0-3)

Prerequisites: EGR 126 or CSC 204 or consent of instructor

This is a hands-on course in which students will learn how to develop apps for mobile devices that run on popular platforms. Topics to be covered include: Basic layouts, Lists and conditional content, Navigation, User input, Networking, Local storage and database, Authentication, and Publishing the app. (Every two years.)

ECE 443. Antenna Theory (3-0-3)

Prerequisite: C or better in ECE 340 or C or better in ECE 341.

Introduction to the theory and applications of antennas. Antenna fundamentals, patterns, directivity, gain, impedance, polarization. Electrically small dipoles and loops, arrays, line sources, resonant antennas, and broadband antennas. (Occasionally)

ECE 445. Transmission Lines (3-0-3)

Prerequisite: C or better in ECE 340 or C or better in ECE 341.

Advanced study of transmission line theory in the design of high-frequency analog and high-speed digital system. Emphasis on electrically-long lines. Signal integrity in high-speed digital interconnects, crosstalk in multi-conductor transmission lines. Extensive use of computer simulation tools. (Occasionally)

ECE 451. Communication Systems I (3-0-3)

Prerequisites: C or better in ECE 202, EGR 252.

Co-requisite: ECE 451L.

Review of Fourier analysis, linear wireline channels, and linear distortion, AM modulation schemes, DSB-TC, DSB-SC, SSB, VSB, angle modulation, FM and PM, AM and FM radio broadcasting, discrete probability, random variables, probability distribution functions, probability mass functions, cumulative distribution functions and expected values. (Every year)

ECE 451L. Communications Lab (0-3-1)

Co-requisite: ECE 451.

Software and hardware tools for communication/telecommunication systems experimentation and design, RF system design for communications, simulation of complex communication links. Lab fee required. (Every year)

ECE 452. Communication Systems II (3-0-3)

Prerequisite: C or better in ECE 451 or consent of instructor.

Stochastic processes, stationary and ergodic processes, autocorrelation function and power spectral density, linear channels and random input, white noise and AWGN channels, sampling theorem and pulse code modulation, Nyquist criteria, binary modulation schemes and their performance in AWGN channels, coherent and noncoherent detection. (Every year)

ECE 455. Computer Networks (3-0-3)

Prerequisite: C or better in ECE 323 or consent of instructor.

Protocols and structures for computer networks. Circuit and Packet switch networks. Basic network performance issues. (Every year)

Engineering Environmental Specialization – ECV**ECV 290. Introduction to Environmental Engineering (3-0-3)**

Prerequisites: CHM 111 and MAT 191.

An overview of the major topics in environmental engineering, including water quality and treatment, solid and hazardous waste management, and air pollution; mass and energy balance principles; pollutant fate and transport characteristics; ethical implications of global business practices. (Every year)

ECV 290L Introduction to Environmental Engineering Laboratory (0-3-1)

Prerequisite: CHM 111.

An introduction to environmental engineering analyses with emphasis on traditional water and wastewater analyses. Parameters to be measured include: pH; alkalinity; hardness; total solids; suspended solids; dissolved solids; chemical oxygen demand; biochemical oxygen demand; dissolved oxygen, making standard solutions; and microbiological techniques. Lab fee required. (Every year)

ECV 310. Water and Wastewater Treatment Design (3-0-3)

Prerequisite: ECV 290.

An introduction to water quality objectives and the chemical, physical, and biological processes necessary for designing and managing modern drinking water and wastewater treatment plants. The principles of coagulation, flocculation, sedimentation, filtration, biological treatment, solids handling, disinfection, and advanced treatment processes are presented. (Every year)

ECV 384. Engineering Hydraulics (3-0-3)

Prerequisite: ECV 290 or consent of instructor.

Introduction to hydrostatics, fluid motion, continuity, momentum, and energy applications. Applications to pipe networks and hydraulic systems. Modeling of water distribution systems and engineering ethics. (Every year)

ECV 385. Engineering Hydrology (3-0-3)

Prerequisite: ECV 290 or consent of instructor.

Precipitation, evaporation, consumptive use, infiltration, flood routing; statistical analysis of hydrological data; introduction to urban drainage design; and modeling of hydrologic systems. (Every year)

ECV 402. Air Pollution Generation and Control (3-0-3)

Prerequisite: ECV 290.

Fundamental concepts including the origin and fate of air pollutants. Basic concepts of atmospheric chemistry and meteorology, atmospheric dispersion phenomena, governmental regulations, emission and air-quality standards. Design of processes and equipment for control of gaseous and particulate emissions. Current issues. (Every year)

ECV 405. Design and Analysis of Wastewater Systems (3-0-3)

Prerequisite: ECV 290.

Analysis and design of wastewater treatment systems beginning with an overview of the sources of water pollution and discussion of wastewater characteristics. Fundamental theory and design of conventional wastewater treatment facilities is presented followed by the principles used to design advanced wastewater treatment facilities. (Every year)

ECV 406. Design and Analysis of Water Systems (3-0-3)

Prerequisite: ECV 290.

Analysis and design of water treatment systems beginning with an overview of the sources of water and discussion of water quality parameters. Fundamental theory and design of conventional water treatment facilities is presented followed by the principles used to design advanced water treatment facilities. (Every two years)

ECV 407. Modeling and Simulation of Wastewater Processes (3-0-3)

Prerequisites: ECV 290.

The International Water Association's approach to modeling and simulation of wastewater treatment plant design and operation is presented. Fundamental microbial metabolism theory and wastewater characterization will be covered. This will be followed by the theory and modeling of organic removal, nitrogen removal, and phosphorus removal treatment schemes. Students will use stoichiometric and kinetic equations to model these systems from a steady-state perspective and then use the BioWin software for modeling these systems from both a steady-state and dynamic state of operation. (Every Other Year)

ECV 409. Process Chemistry (3-0-3)

Prerequisites: ECV 290.

A study of aqueous processes occurring in natural waters and in water and wastewater treatment systems. It is also intended to give a comprehensive knowledge of the factors that affect these processes. Topics include chemical thermodynamics and equilibrium, kinetics, acid-base chemistry, the carbonate system, precipitation and dilution, complexation, and redox chemistry. (Occasionally)

ECV 412. Green Engineering (3-0-3)

Prerequisite: Junior standing.

This course will provide a foundation for green engineering design. The class will review evolution of engineering design, challenges to sustainability in both the developed and developing world and the role of engineering design in advancing global sustainability. The principles of green engineering will be introduced and the topics on the application of these principles will be addressed.

Frameworks and tools for assessing designs will be examined (i.e., life cycle analysis, systems analysis, carbon footprint, water footprint, LEED certification, Envision certification, etc.). Other topics covered include Green Building, Green Transportation, Energy Efficiency, and Humanitarian Engineering. (Every year)

ECV 420. Solid Waste Management (3-0-3)

Prerequisites: CHM 112 and ECV 290.

Chemical, mechanical and biological equipment and instrumentation for the collection, processing and disposal of solid wastes are studied and designed. Federal, state, and local regulations regarding generation and disposal of wastes are covered. Handling and recycling of municipal wastes is emphasized. (Every two years)

ECV 430. Bioremediation (3-0-3)

Prerequisite: ECV 405.

Introduction to the underlying microbial physiological/biochemical capabilities responsible for contaminant transformation, mathematical descriptions of biological processes, applications and limitations of microbial reactors, applications and limitations of in-situ bioremediation techniques currently used in field-scale remediation, and current and future directions of bioremediation research and field applications. (Occasionally)

ECV 484. Public Health (3-0-3)

Prerequisites: senior standing and ECV 252.

Public health engineering principles for protection against biological and chemical hazards. Introduction to toxicology and epidemiology. Basic risk assessment concepts as applied to water, airborne, and toxic pollutants. Emphasis on major communicable diseases that plague mankind, organisms that cause them, routes of transmission, and engineering control methods. Appropriate control methods, for rural areas and developing countries. (Occasionally)

ECV 489. Environmental Toxicology (3-0-3)

Prerequisites: ECV 486 or ECV 586.

A study of the harmful effects that result from exposures to chemical agents in humans and other organisms. Toxicity, dose and response, the immune system, regulatory considerations, and risk assessment. (Occasionally)

ECV 490. Groundwater Hydrology (3-0-3)

Prerequisite: ECV 385.

Fundamental theories and properties of porous media, groundwater movement, and geological factors are presented. This course emphasizes development of fundamental governing equations and the determination of aquifer formation constants. The design of production and monitoring wells and the development of aquifer testing plans are introduced. (Every year)

Engineering Industrial Specialization – ISE**ISE 468. Healthcare Process Improvement (3-0-3)**

Prerequisite: EGR 252 or consent of instructor.

Tools and techniques for improving the delivery of healthcare. Lean and Six Sigma process improvement methodologies. Application of both parametric and non-parametric statistical analysis. (Occasionally)

Engineering Mechanical Specialization – MAE**MAE 437. Internal Combustion Engines (3-0-3)**

Prerequisite: C or better in EGR 235.

Theory, design, and operation of spark-ignition and compression-ignition engines. Combustion analysis, efficiencies, and performance. Knock phenomena, exhaust-gas analysis, and air pollution. (Occasionally)

MAE 439. Heating, Ventilation, and Air Conditioning Design (3-0-3)

Prerequisite: MAE 430.

Comfort and health requirements for space conditioning. Psychrometrics. Heating and cooling load calculations. Solar heating and cooling systems. Systems design. Computer applications. (Occasionally)

MAE 460. Engineering Materials (3-0-3)

Prerequisite: MAE 362.

Co-requisite: MAE 402L.

Engineering application of materials. Material, shape, and process selection for mechanical designs based on function, constraints, objectives, and free variables. Materials and the environment. (Every year)

Tift College of Education**EDUC 201, 202. The Learning and Developing Child I & II - The Holistic Child (3 hours)**

Prerequisites: EDUC 283, 220, 102B.

The purpose of these courses is to investigate the physical, social, emotional, and educational characteristics of young children. Particular emphasis will be placed on language development, individuals with mild intellectual disabilities, emotional and behavioral disorders, and learning disabilities, in conjunction with current theories and practices regarding litigation and legislation, assessment, advocacy, and educational resources. (3 hours each) (EDUC 201, every Fall in Macon; EDUC 202, every Spring in Macon)

EDUC 220. Foundations of Education (3 hours)

This course provides a comprehensive overview and critical analysis of historical, political, legal, socio-cultural, and philosophical foundations of education, to include the study of federal and state educational policies, laws related to education, and international education. This course will also include an introduction to the teaching profession and the trends and issues confronting American education today. (Every Spring)

EDUC 256. Adolescent Health and Development (3 hours)

A study of the healthy development of adolescents. Specific attention will be given to the influences of health on biological, cognitive, social-emotional, and psychomotor development.

EDUC 311, 313. The Learning Environment I & II – The Holistic Child (3 hours)

Prerequisites: EDUC 283, 220, 201, 202.

Building a Learning Environment I & II comprises four major elements: Supporting the Nature of the Learners, Methods of Teaching, Collaboration, and Students for whom English is a Second Language. This block of courses provides the candidate with the opportunity to appreciate the importance of community in working with all children and their diversity. Emphasis will be given to understanding the components of building a supportive learning environment through appropriate instructional strategies, the utilization of effective collaborative skills, and effective pedagogy for culturally and linguistically diverse students. (3 hours each) (EDUC 311, every Fall in Macon; EDUC 313, every Spring in Macon)

EDUC 315. Curriculum Planning - The Holistic Child (4 hours)

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

Candidates focus on the development, design, and implementation of an integrated, developmentally appropriate curriculum for all areas of a child's development, including: cognitive, emotional, social, and physical. Topics to be studied include curriculum structure and content, instructional goals and objectives, integration of course content and technology, developmentally-appropriate practices, special education, and methods for assessing student performance. (Every Fall in Macon)

EDUC 316. Collaboration - The Holistic Child (3 hours)

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

Candidates explore the collaborative needs of the teachers in an inclusive regular classroom. Emphasis is placed on collaborative practices between teacher and the child, the parents, and various agencies involved in meeting the needs of all learners within the classroom. Ethical principles that govern school-based consultations are examined. (Every Spring in Macon)

EDUC 317. Social and Cultural Studies – The Holistic Child (3 hours)

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

This course introduces students to the theory, knowledge, and strategies to teach the culturally diverse student populations in today's classrooms. This course goes beyond the usual rhetoric on promoting diversity to present real world guidance and recommendations for successful teaching in the changing classroom environment. Methods for teaching the social sciences are examined from an interdisciplinary approach. (Every Fall in Macon)

EDUC 320. Methods for Mathematics–The Holistic Child (3 hours)

This technology-based course uses the basic principles of mathematics to assist candidates in developing instruction to meet the needs of all children. Instructional units show the developmentally-appropriate nature of mathematics as instruction progresses from P-4 to 5th grades. Research-based principles of successful adaptations to instruction that meet the needs of students with exceptionalities and diverse cultures are incorporated throughout the course. (Every Spring in Macon)

EDUC 331. Methods for Science – The Holistic Child (3 hours)

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

This technology-based course uses the basic principles of science to assist candidates in developing instruction to meet the needs of all children. Instructional units show the developmentally-appropriate nature of science as instruction progresses from P-4 to 5th grades. Research-based principles of successful adaptations to instruction that meet the needs of students with exceptionalities and diverse cultures are incorporated throughout the course. (Every Spring in Macon)

EDUC 333. Curriculum-based Assessment – The Holistic Child (3 hours)

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

The Curriculum-Based Assessment course provides teacher education candidates the fundamental knowledge and skills to select, create, and implement forms of assessment (both formal and informal) that are developmentally appropriate, diagnostically reliable, and educationally sound. The emphasis of the course is on classroom assessment of the whole child in inclusive P-5 settings. (Every Fall in Macon)

EDUC 335. Language Arts and Literature (3 hours)

The Holistic Child Prerequisite: full admission into Teacher Education for The Holistic Child Program. Teacher candidates become knowledgeable in strategies for teaching language as an integrative process. An introduction to the genres of children's literature includes contemporary literary criticism, selection and analysis of quality literature, appropriate integration of literature across the curriculum, and instruction application of language arts and response theory in literature. Attention is given to assessing and adjusting instruction to meet the reading, speaking, writing, and listening needs of all students. (Every Fall in Macon)

EDUC 340: Teaching and Learning with Innovative Educational Technologies (3 hours)

This course provides an in-depth exploration of advanced pedagogical strategies through the integration of emerging educational technologies. Students will critically engage with a variety of digital tools and platforms designed to enhance curriculum design, instructional planning, and assessment methodologies. The course emphasizes the application of technology to create dynamic, learner-centered environments, fostering both collaborative and individualized learning experiences. (Every Spring)

EDUC 356. Psychology & Development of the Adolescent Learner (3 hours)

The objective of this course is to integrate critical aspects of adolescent development with motivation and learning theories. The course addresses essential areas of child adolescent cognitive development, social/emotional development, learning theories, classroom management, motivation, and discipline theories. Specific obstacles to learning and subsequent treatment approaches also are presented. Advocacy issues and special needs students also are addressed in the context of each session. (Every year in at least one location)

EDUC 357. Psychology of Learning (3 hours)

The discipline of psychology is used to address educational issues and learning theory. Particular attention will be paid to individual student differences. The focus will be on variations in styles of learning while acknowledging gender and diversity.

EDUC 380. Teaching Effective Literacy Methods (3 hours)

Prerequisite: full admission status; EDUC 375.

This course will focus on the reading process, the developmental patterns of literacy, the special education general curricula of reading and writing, the role of reading in the content areas, and phonemic awareness. Emphasis will be placed on the integration of literacy across the curriculum; multimedia resources and materials; and diversity in children and families. In addition, students will learn strategies in decoding and comprehension, constructing meaning from a variety of texts, literacy assessments, and the conventions of language. (Every Spring in Macon)

EDUC 403. Connecting Homes, School, and Community (3 hours)

Prerequisites: full admission into Teacher Education for Holistic Child Program. Completion of 300-level courses in The Holistic Child Program.

Content examines the importance of collaboration among the home, school, and broader community in the education of young children. Ways in which young children's learning, behaviors, viewpoints, and habits are affected by family, by school personnel, and by members of the immediate and broader community are addressed. (Every Fall in Macon)

EDUC 441. Collaboration, Interdisciplinary Planning, & Special Education Methods (3 hours)

Prerequisite: Full Admission to Program, EDUC 374.

This course explores the collaborative needs of middle and high school teachers in an inclusive regular classroom. Emphasis is placed on collaborative practices between teacher and the adolescents, the parents, and various agencies involved in meeting the needs of all learners within the classroom. Special attention is given to creating differentiated and interdisciplinary instruction for all students. (Every Spring in Macon)

EDUC 463. Literacy Assessment, Diagnosis, and Intervention (3 hours)

Prerequisites: full admission status; EDUC 380.

In this course, teacher candidates will examine the role of the teacher as a literacy instruction and assessment decision maker. Focus will be to explore literacy and language strategies that can be adapted to fit individual needs. Informal and formal assessment tools will be utilized to inform instructional choices, facilitate parent/child conferences, and allow children to participate in their own literacy development as they achieve goals in becoming independent readers and writers. This course will focus on the reading process, the writing process, and the developmental patterns of literacy. Attention is given to children at risk, children with special needs, and other diverse learners. (Every Fall in Macon)

EDUC 476. Teaching Literacy 6-12 (3 hours)

Prerequisites: EDUC 356 and full admission status.

Students will be introduced to theories, research, and practices related to teaching literacy in grades 6-12. The major focus will be on teaching literacy in content areas using all facets of communication skills, plus young adult literature to help develop proficient readers. (Every Spring in Macon)

EDUC 478. Teaching Literacy for MLE (3 hours)

Prerequisites: EDUC 220, 256, 357, 360, and full admission status.

This course will include an examination of the reading process and materials, strategies, and programs appropriate for teaching literacy for all middle grades learners. Content covered will focus on literacy factors for reading informational texts, the reading/writing connection, and young adult literature. (Every year in at least one location)

HETE 333. Sexual Health (3 hours)

Prerequisites: PETE 200.

This course provides an in-depth examination of sexual health, targeting prospective health and physical education teachers. It covers the biological, psychological, and sociocultural aspects of human sexuality. Topics include reproductive anatomy, contraception, sexually transmitted infections, consent, and healthy relationships. Emphasis is placed on evidence-based teaching approaches, developmentally appropriate content, and assessment strategies to foster informed and responsible sexual behavior. (Every Fall in Macon)

HETE 341. Risky Behaviors (3 hours)

Prerequisites: PETE 200. This course is designed for prospective health and physical education teachers to explore the nature, prevalence, and consequences of risky behaviors. Topics covered include substance abuse, unsafe sexual practices, reckless driving, and self-harm. Emphasis is on preventive education methods, harm reduction strategies, and assessment techniques. The course aims to equip educators with the skills to guide students toward making safer life choices. (Every Fall in Macon)

PETE 249. Adventure and Outdoor Recreation Education (3 hours)

This course will allow students to apply the basic concepts and instructional techniques for teaching outdoor leisure pursuits in school settings including providing students the opportunity to learn and practice group facilitation techniques and leadership skills. Students will be both participants and leaders in low ropes courses, group-initiative based challenge course environments, outdoor leisure pursuits of camping, backpacking, navigation, cycling, and adventure programming as well as appropriate instructional techniques for these outdoor leisure pursuits for prospective physical education teachers. The experiential learning cycle and the cycle's impact on learning will be an important focus of the course. Students will have the opportunity to implement both basic and advanced debriefing and facilitation techniques. (Every Spring in Macon)

PETE 288. Teaching Individual and Dual Sports I (3 hours)

This course aims to prepare teacher candidates for instructing a range of individual and dual sports, such as tennis, pickleball, disc golf, badminton, and other individual/dual sports. The focus is on the development of planning and teaching skills that are developmentally appropriate for diverse learners. The course covers skill progressions, game strategies, and effective assessment methods tailored to individual and dual sports. (Every Fall in Macon)

PETE 289. Teaching Invasion Sports II (3 hours)

This course is designed to introduce teacher candidates to the games and skills associated with a variety of invasion and fielding games, including soccer, basketball, flag football, floor hockey, ultimate Frisbee, softball, and cricket, as well as to a variety of invasion and fielding activities. Emphasis will be placed on planning and applying developmentally appropriate activities for all learners that will include skill progressions, strategies, and authentic assessments. (Every Spring in Macon)

Georgia Baptist College of Nursing**NUR 307. Care of the Older Adult (2-0-2)**

Prerequisites: All Semester 1 courses.

This course prepares students to plan person-centered care that addresses interacting factors that affect the level of functioning and quality of life of older adults. Emphasis is placed on application of evidence in clinical judgment to engage patients in self-management, leverage information and communication technology, influence policy, and partner with patient support systems and interprofessional team members to plan the delivery of safe, quality care. (Blended format; Offered in spring semester)

NUR 316. Mental Health (4-3-5)

Prerequisites: All Semester 1 courses.

This course provides a theoretical foundation for providing holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate mental health nursing care. The course explores alterations in mental health, integrating nursing care with psychopathology and psychopharmacology to promote optimal health promotion. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients with mental health needs. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Offered in spring semester)

NUR 317. Adult Health I (5-9-8)

Prerequisites: All Semester 1 courses.

This course prepares students to plan, deliver, and coordinate person-centered nursing care for adults in complex situations that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients in complex spheres of care. Quality and safety will be considered through the lens of a just culture. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. Course fee required. (Offered in spring semester)

NUR 405. Care of the Infant and Child (4-3-5)

Prerequisites: All Semester 3 courses.

This course addresses the provision of person-centered care to infants, children, and adolescents that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Emphasis is placed on the integration of developmental theories and family-centered care when providing nursing care to well and ill infants and children in multiple spheres of care. Students will explore the social determinants of health, as well as the impact of culture and advocacy on the health and well-being of this population. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. Course fee required. (Offered in spring semester)

NUR 407. Care of the Childbearing Family (4-3-5)

Prerequisites: All Semester 2 courses.

This course addresses the provision of person-centered care to childbearing families that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Emphasis is placed on the collaborative nursing management of low and high risk antepartal, intrapartal, postpartal, and newborn populations in multiple spheres of care. Students will explore the social determinates of health, as well as the impact of culture, and advocacy on the health and well-being of the childbearing family. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. Course fee required. (Offered in fall semester)

NUR 408. Adult Health II (5-12-9)

Prerequisites: All Semester 2 courses.

This course expands upon concepts essential for students to plan, deliver, and coordinate person-centered nursing care for adults in complex situations that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients in complex spheres of care. Quality and safety will be considered through the lens of a just culture. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. Course fee required. (Offered in fall semester)

NUR 409. Population Health Nursing (2.5-1.5-3)

Prerequisites: All Semester 3 courses.

This course focuses on promoting health from the individual level to that of the global community through knowledge and utilization of population health principles. Structural inequities, regulatory standards, and social determinants of health will be explored through a systems perspective. Health equity is addressed in the context of current national, international, and global health initiatives. Specific population health strategies will be applied to highlight the role of the nurse in health policy and other policy development. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Blended format: Offered in spring semester)

College of Health Professions**Public Health****PBH 101. Systems and Services of Public Health (3 hours)**

This course introduces the history and philosophy of public health, its core values, concepts, and functions. Students will learn the roles, influences, and responsibilities of different agencies and branches of government in public health. Services, processes, and functions of public health are discussed in the context of historical and contemporary perspectives. Dimensions of personal and environmental health, in relation to social, economic, cultural, psychological, and political factors are also presented. Students must earn a C or better in PBH 101 to enroll in 300- or 400-level public health courses. (Fall and Spring)

PBH 105. Population Health and the Environment (3 hours)

The environmental effects on the health of human populations from multiple avenues of exposure are presented in this course. Determinants that affect human health are explored. Students will learn the roles of national and state health agencies, programs, and other resources in improving human health relative to environmental factors. (Every year)

PBH 301. Dissemination of Public Health Information (3 hours)

Prerequisite: PBH 101.

This course explores the roles of public health communication campaigns, mass media, advocacy and the evolving influence of Internet and social media on health outcomes. Concepts of public health communication, including technical and professional writing, and the use of mass media and electronic technology are included. Linkages between communication effects and selected health topics will be examined. (Every year)

PBH 305. Epidemiology (3 hours)

Prerequisite: PBH 101.

This course introduces the steps and tools for investigating infectious and communicable disease, chronic disease, foodborne illness, and other emerging population health threats. Students will understand concepts, methods and tools for data gathering and analysis. (Every year)

PBH 307. Health Behavior (3 hours)

Prerequisite: PBH 101.

This course introduces students to the relationship between behavior and health issues. Students will gain an introductory background to selected theories and models that guide understanding of health related behavior. Students will learn the way in which these theories apply to health promotion efforts. (Every year)

PBH 402. Public Health Across the Life Span (3 hours)

Prerequisite: PBH 101.

Principles that influence health across the lifespan are presented in this course. Students will understand concepts and substantive issues other than the disease-based approach. Students will discuss the value of integrating demographic, human development, lifespan, and family and community context in understanding the health of populations in the U.S. (Every year)

PBH 404. Population Health and Diversity (3 hours)

Prerequisite: PBH 101.

Students will examine the definition of culture, the ways in which culture intersects with health issues, how public health efforts can benefit by understanding and working with cultural processes, and research methods that are useful in identifying relationships between culture and health to reduce health disparities. (Every year)

PBH 405. Health Programming (3 hours)

Prerequisites: PBH 101 and PBH 307.

Students will learn the concepts for addressing health challenges through program planning and using evidence-based practices. Students will learn the tools and methods used in planning and implementation of health programming. (Every year)

PBH 306. The Natural History of Disease: A Public Health Perspective (3 hours)

Students will gain insight into disease and outbreaks from pre-industrial and post-industrial periods. The impact of shifting views on contagion and public health changes in Britain and the United States will be explored through the influence of defining moments in public health history, medical advancements, war, industrialism, economic expansion, infrastructure development, and regulation.

PBH 399. Current Topics in International Health (3 hours)

This course will provide the context for community health needs assessments work in under-resourced areas of the world. Students will learn principles of conducting field research in public health and then actively engage in the research process by conducting community-based health assessments in these areas. Students will also collaborate with local institutions and organizations involved in healthcare and discuss local needs, programs, and priorities. Doing so will expose students to broader issues and topics specific to location, such as infectious disease, health education, literacy, culture, and health beliefs, promoting a better appreciation and understanding of the opportunities, obstacles, and challenges associated with everyday living and surviving in under-resourced regions of the world. Ultimately, our hope is to help local officials and scholars better identify the region's health-related needs and develop priorities and contextually relevant responses. (To be determined each year).

PBH 401. Current Topics in Public Health Practice (1-6 hours, variable)

Prerequisite: PBH 101.

Current topics in public health are presented in this course. Students will learn to critically review and discuss public health topics including emerging public health issues, public health surveillance systems observations, and guidelines for prevention, program updates, outbreak investigations, and chronic and infectious disease problems. (Every other year)

PBH 403. Poverty and Development (3 hours)

Prerequisite: PBH 101.

This course consists of lectures, reading, and discussions on the impact that poverty during development can have on health across the life span. In this course, students will learn the risks and protective mechanisms of economic hardship on childhood development. Students will also critically review the impact of selected social policies. (Every other year)

PBH 406. Community & Public Health Nutrition (3 hours)

This course introduces students to important concepts in community and public health nutrition, including determinants of health and health inequities; nutrition surveillance and epidemiology; food and nutrition policy and systems; cultural humility; needs assessment, health behavior theories, nutrition education, promotion and marketing, program planning, and program evaluation; nutrition status and programs for mothers and infants, children and adolescents, and elders; overweight and obesity, and food insecurity. Students will apply what they have learned in community-focused projects.

PBH 409. Climate Change & Health (3 hours)

This course is an introduction to the effect of global climate change on health. The course will introduce students to the physical science of climate change and the impact it has on acute and chronic health impacts through extreme weather events, altered ecological systems, and threats to human security. Discussion will include shifting disease vector habitats, degraded air quality, food insecurity. The course will also include a focus on climate change communication and mitigation and adaptation strategies.

Exercise Science**KIN 203. Motor Development and Learning (3 hours)**

Prerequisite: KIN 101.

This course introduces the study of motor development and physical changes across the lifespan with emphasis on the sequential process of motor behavior, factors influencing skill development and learning, and optimal conditions.

