Fall 2015 Community-Focused Course Offerings

The following courses directly connect Emory coursework to the surrounding community. Use the map legend below to navigate your way to the class just right for you.

**T: Theory**- These courses provide the theoretical tools needed to better understand and engage in community service, civic affairs, and public policy.

**P: Practice**- These courses involve a hands-on component in the Atlanta community, whether research, service, or both.

**AA: About Atlanta**- These courses deal with Atlanta history, politics, communities, people, etc.

**TPSL: Theory Practice Service Learning**- These courses are offered through engaged learning opportunities at Oxford College only.

**GA: General Admission**- These courses are open to persons of any major; however, instructor permission may be required in some courses.

**SR: Special Restrictions**- These courses are for majors only or for students who are part of a specific academic program or track, or in a specific year.

Courses with an Experiential Learning Component

**Art History**

**ARTHIST 397R: Internship in Art History**

T/P/AA/SR

Every semester. Credit, one to four hour per semester. Interns must be approved by the Art History department for internships with the Georgia Intern Program, the Michael C. Carlos Museum, the High Museum of Art, and elsewhere. May be repeated for credit with permission from the director of internships, up to a maximum of twelve hours.

Faculty: TBA

**Educational Studies**

**EDS 201 American Education**

T/P/GA

This course places American Education in its historical, political, social and cultural context. It examines issues such as the function and philosophy of schools, and the structure of schools (including school governance, curriculum, teachers and teaching, and students), and
multiculturalism in K-12 education. This course also introduces students to current issues in education and provides students with first-hand elementary or secondary school experience through placement as a tutor in a local school. The effectiveness of the teaching and learning in this class depends largely on the participation of students through discussions, reflections on their field experiences in the schools and group presentations.

Faculty: Cochran

**Environmental Studies**

**ENVS 497R: Undergraduate Internship in Environmental Studies**

T/P/AA/SR

Open to ENVS students. This course provides credit for work and experience gained during an environmentally-based internship position. In addition to internship work, other course assignments will be required. TBA at the semester’s beginning. Internships must be pre-approved via ENVS 497 Internship Application Form. Please see ENVS website for additional information: http://www.envs.emory.edu/ Satisfies Independent Study requirement for ENVS majors. Variable credit 1-8 hours.

Faculty: Yandle / Bredderman

**History**

**HIST 494R: Internship in History**

T/P/AA/SR

Supervised learning experience in a history related job in a state, federal, or local historical agency. Prerequisite: prior approval of instructor.

Faculty: Eckert

**Linguistics**

**LING 101: History of the American Languages**

T/P /AA

This course presents a linguistic view of the history, society, and culture of the United States. It discusses the many languages and forms of language that have been used in this country over its history, including standard and nonstandard forms of English, different social and geographical dialects, African American English, creoles, Native American languages, and immigrant languages from Asia and Europe.

Faculty: Tamasi
Political Science

POLS 496RW: Internship in Political Science

T/P/AA/SR

Credit, four to twelve hours. Supervised participation in a government/political internship approved by the department.

Faculty: Tworzecki

Theory Courses

African American Studies

AAS 247: Race and Ethnic Relations (Same as SOC 247)

T/GA

Relations between and within groups; conflict and cooperation in light of a number of models of social interaction. Application of principles to racial, religious, and ethnic minorities. The election of Barack Obama has led many to argue that the United States is now a post-racial society. That is, race and racism no longer matter in determining what one can achieve in life, racial inequality is a thing of the past, and we all have an equal opportunity to succeed. In this course, we will challenge these notions by examining sociological theory on race, the history of racial groups in this country, as well as the current state of race relations and racial inequality in the contemporary moment. We will begin by discussing definitions of race as well as competing theories of racism. Next, we will explore the social histories of various racial groups in the United States. Finally, we will examine race relations and persisting racial inequality in the contemporary time period, focusing on relevant issues such as residential segregation, employment, health, mass incarceration, wealth and poverty, education, and the media. By the end of this course, you should have an understanding of the history of race in the United States, what the current state of race relations looks like, and why, despite what some may argue, race still matters.

Faculty: Martinez-Cola

AAS 275-000: Black Images In the Media

T/GA

Students in this course will study representations of African Americans in major forms of mass media, including newspapers, literature, television and film. We will review the historical development of those images and trace their progression to the present. We also will assess the impact of negative portrayals of African Americans on our society in general, and blacks in particular. Moreover, the class will examine ways that black image-makers have portrayed African Americans through media such as film and Hip Hop, and we will attempt to predict future trends.
Faculty: McCall

**AAS 285-000 Black Atlanta 1895-Present**

T/AA

In this course, we will explore the history of African Americans in Atlanta. As the home of some of the country’s most prominent African American figures and institutions, the city has played a prominent role in African American history. This semester, we will examine figures as diverse Booker T. Washington to André 3000, and consider the ways in which the experiences of black Americans in Atlanta both paralleled and differed from the broader narrative of African American history. We will also consider the ways in which black Atlantans shaped the course of Atlanta’s development as the city developed from a small city to an international metropolis. By the end of the course, you will have an understanding of the experiences of African Americans in Atlanta from emancipation to the present, the history of the city of Atlanta, and the broader history of black Americans in the United States.

In addition, you will also gain a grasp of the types of research tools that historians use in their practice. Primary sources documents will figure prominently in our readings and class discussions. Through collective and individual examination of primary sources each week, you will hone your analytical and writing skills essential to a liberal arts education.

Faculty: Wiggins

**AAS485W-00P: Special Topics Seminar: Civil Rights Cold Cases**

T/SR

In the years between 1954 and 1968, still untold numbers of martyrs were targeted for death because of their civil rights work. In many cases, their murders were inadequately investigated, their stories left untold, and crimes against their humanity never prosecuted. This course is a study in how the news media covered the movement and addressed these crimes against the backdrop of the broad contours of civil rights activism during this period. It is also about how these atrocities were later remembered as the nation has sought to reconcile itself with the un-finished agenda of racial justice. Students will be asked to actively engage in the process of Cold Case investigations of a number of unsolved crimes in Georgia. Their responsibilities will include the identification and collection of documents from archives in the region, community outreach, and interviews with federal and state officials, survivors, eyewitnesses, and the families and friends of victims. This course is in sum a study of the cultural and political complexities inherent in these unsolved civil rights murders and the possibility for reconciliation for individuals, communities, and the nation.

This course requires permission to enroll. To receive a permission number enroll in this JRNL course, you must complete the JRNL course application form. Please fill out a course application and submit it to the Journalism Program in S106 Callaway Center.
American Studies

AMST 489W—00P: Emory Civil Rights Cold Case P
T/AA/SR

An advanced interdisciplinary treatment of American culture issues, historical events or eras, or literature. The ILA and AMST programs support interdisciplinary inquiry of the Americas across Emory College of Arts and Sciences; this course will be frequently cross-listed with other departments.

Faculty: Klibanoff and Gadsden

Anthropology

ANT 205-000: Foundations of Global Health
T/GA/SR

An introduction to the overall field of global health, its history, methods, and key principles, with case studies illustrating the burden of disease in nations with strikingly different political-economic contexts.

This interdisciplinary course explores the complex causes of serious health problems in both low-income and rich countries throughout the world, as well as strategies of health programs aimed at their solution. Global Health refers not only to the health problems of “others” living in far corners of the world but also to our own health problems as citizens of a very rich nation; most importantly it is about how those health problems are the result of global social, economic and political interactions.

Faculty: TBA

ANT207-000: Foundation Development Studies
T/GA

This course will introduce students to the growing field of development studies and provide a solid foundation for subsequent course work in the Minor and, eventually, possible career tracks. It will provide an overview of how scholars and practitioners research and apply their knowledge toward understanding and solving some of the world’s most challenging problems. Students will learn about several key topics related to development, including human rights,
gender, environment, poverty and inequality, democratic reforms and governance, market reforms, rural development, and conflict.

Development is one of the key topics of the post-World War II era whose significance has become even greater as parts of the world grow closer in time and space. Indeed, there are few contemporary issues that invoke as many opinions and emotions as the topic of development. This course will introduce students to the growing field of development studies and provide a solid foundation for subsequent course work in the Development Studies Minor. It will provide an overview of how scholars and practitioners research and apply their knowledge toward understanding and solving some of the world’s most challenging problems. Through readings and class discussion, students will learn about several key topics related to development, including human rights, gender, environment, poverty and inequality, democratic reforms and governance, market reforms, rural development, and conflict. The course is designed for students to take full advantage of the rich and varied faculty resources on development studies that are represented at Emory University. Thus, during the semester several guest lectures on selected topics—with assigned readings—will be provided by faculty members from the Emory Program in Development Studies. This tactic will not only enrich the student’s interdisciplinary experience and understanding of the field’s breadth, but also ‘show case’ issues and instructors which the student might want to pursue as course electives in the Minor.

Faculty: Phillips

**ANT 385-000: Food, Health and Society (same as HLTH 385-000)**

T/GA

In this course, students will explore the ways that human groups identify, collect, create, and transform foods, how they shape those into dietary behaviors, and how this influences human health. The pharmacological properties of foods will be examined and we will use case studies of dietary complexes, such as the Mediterranean diet, in order to better understand the food-medicine continuum as a determinant of health and well-being.

Faculty: Quave

**ANT 386-000: Sustainable Food Fair**

T/AA/GA

Come be part of making possible the sixth Emory Sustainable Food Fair and Farmers Market. A student-led tradition, the Fair will be held again this fall and students in this one-credit class will learn the backstage skills and strategies to put on the highly-acclaimed event. Students will read one book together, contact farmers, chefs, and other vendors, create a lively event with music and street layout, design publicity materials, and develop educational experiences for Fair attendees. Past participants in the fair (through ANT 250, Fast Food/Slow Food, or ANT386R, Sustainable Food Fair) may register to participate again if they wish.
The class will meet Mondays and Wednesdays from 5:15-6:30 for only one month. Students will practice presenting information on sustainable food and will work cooperatively with the Office of Sustainability Initiatives and Emory Dining to put on the event. Course readings must be done in the summer to allow rapid fair planning when the class begins; information will be provided after registration.

Grades will be based on quizzes, class discussions, teamwork in preparation of fair materials and exercises, and activities surrounding the fair. Grade only basis.

Faculty: King Barlett

**Community Building and Social Change**

**CBSC370A-00P: Community Bldg & Soc Change I**

T/SR

Open only to undergraduate students by permission of the instructor. Additionally, this course is required for all students seeking to apply for the fellowship in Community Building and Social Change.

This is a course about community building and social change in urban America. Community Building refers to "locally focused approaches to collective problem-solving that aim to solve problems and to promote socially valuable forms of connectedness, sustained stakeholder engagement, a sense of common purpose, and greater institutional capacity." Social Change refers to the positive externalities (i.e., good consequences) of community building that broaden the access of disadvantaged communities to social, economic, and political opportunities. The course addresses a number of tensions and issues that affect community building, and the processes through which community builders attempt to foster social change in and around cities in the United States. It approaches the tensions and issues through a mix of theoretically-informed lectures, individual and group exercises, and the examination of a variety of case studies of contemporary community building initiatives through texts, film, and on occasion audio. The course is lecture-based but includes a small set of opportunities for student dialogue in and beyond the classroom. Furthermore, students should not expect that a course on "community building and social change" either lacks theoretical rigor or is a course full of opinion-based discussion and field trips to "the community."

The course has five goals:

1. Introduce students to the theoretical consideration of and applied principles that support community building as an approach to addressing collective problems in metropolitan America, inclusive of cities and suburbs;
2. Provide students with a set of theoretical and analytic perspectives for examining urban issues and fostering social change;
3. Assist students in identifying the interconnections among demography, culture, economy, and polity, and the global, national, state, regional, and neighborhood forces affecting metropolitan communities;

4. Lay a foundation for students to eventually engage in analysis, reflection, and application of the key determinants of successful community building initiatives and to understand the core competencies needed for successful community builders;

5. Prepare interested students to apply for participation in Emory University's Community Building and Social Change Fellowship.

In the end, the hope is that this course will give students a solid understanding of the challenges, dynamics, and promise of metropolitan communities (i.e., urban and suburban), along with an appreciation for the complexity and opportunities of fostering social change. Together, these elements should ensure that students have a breadth of knowledge about community building that will permit them to confidently explore and deeply engage more complex issues at and beyond Emory University. In the end, the hope is that this course will give students a basic understanding of the challenges, dynamics, and promise of metropolitan communities (i.e., urban and suburban), along with an appreciation for the complexity and opportunities of fostering social change. Together, these elements should ensure that students have a breadth of knowledge about community building that will permit them to confidently explore and deeply engage more complex issues at and beyond Emory University.

Class Section Homepage:
http://www.oucp.emory.edu/our_work/engaged_learning/cbsc_index.html#community building social change

Faculty: Rich

**Economics**

**ECON 215-000: Stocks, Bonds & Financial Markets**
T/SR

This course introduces the workings of financial markets and related instruments and institutions. We examine several types of financial instruments--stocks, bonds, foreign exchange, asset-backed securities, and derivatives--their markets, and the roles of investment banks, security brokers, hedge funds, and venture capital firms. We will learn about financial crises, particularly the most recent ones, as well as the changing regulation and technology of financial markets over time.

Faculty: Fohlin

**ECON372W: Health Policy and Economics**

T/GA
This course examines the fragmented structure of the U.S. health care system and its economic implications. We will study how people make decisions regarding their health insurance and health care, and the relationship between these decisions and the structure of the insurance and health care delivery markets. We will also examine the theoretical reasons for government intervention in these markets and the effects of these policies on health insurance and health care delivery. The broad objectives of the class are to understand and appreciate the difficulties of making health insurance and health care decisions in the U.S. health care system, and how these decisions are impacted by insurance and health care provider market structure as well as government policy.

Faculty: McCarthy

**ECON 411-000: Money & Banking**

T/SR

This course examines the critical and interdependent roles played by money, financial institutions and markets in the functioning of the macroeconomy. We emphasize five core principles: 1) time has value; 2) risk requires compensation; 3) information is the basis for decisions; 4) markets set prices and allocate resources; 5) regulation as a safeguard against instability. Four topics are covered: I) money and the financial system; II) interest rates, financial instruments, and financial markets; III) financial institutions; IV) central banks, monetary policy, and macroprudential regulation.

Faculty: Tschinkel

**ECON 431-000: International Trade T/SR**

Prerequisite: Economics 201. Theory of comparative advantage; the impact of trade on welfare and income distribution; economic analysis of trade barriers; and the analysis of international movement of labor and capital.

Faculty: Nair-Reichert

**Environmental Studies**

**ENVS350W-000: Environmental Thought: Ethics, Philosophy & Issues**

T/GA

This course is designed to expose students to the philosophical and ethical dimensions of human-nature relationships. Students will explore the ways humans perceive, value, and interact with nature and will examine how values and ethics guide our use of and policies toward nature. Students will also reflect upon and consider their own use of personal views toward nature. Philosophical and ethical concepts are examined through readings, lectures, guest speakers, class discussions, and small group activities. Fulfills an ENVS Elective requirement.
This course is designed to expose students to the philosophical and ethical dimensions of human-nature relationships. This interactive course explores major trends in environmental thought and ethical dimensions of ecological relationships—between humans and nonhuman nature—with particular attention to varying conceptions of nature, health, and environmental justice. May be used to fulfill an Upper Level Elective requirement for ENVS majors and minors.

Faculty: Wegner

**ENVS 385-000: International Climate Change Negotiations**

T/GA

Variable topics that are offered as irregular courses. Past course topics have included: Finding Place: Technology, Stories, and the Environment; Introduction to Botany; Environment, Health, and Development; Conservation and Development; Earth Materials: Minerology and Petrology; Booms and Busts in Resources of Georgia; and Paleoecology, Perspectives on Sustainable Development, Spatial and Landscape Ecology, Green Business, Perspectives on Sustainable Development.

This course will provide the skills and knowledge needed to follow the United Nations Framework Convention on Climate Change Conference of the Parties in Paris (COP 21) in December 2015 through a series of lectures, engaged learning, and writing. Only the students that are committed to going to the COP meeting in Paris between November 30 and December 11, 2015 are eligible to apply and only the selected number of students will be able to register.

May be used to fulfill an Upper Level Elective requirement for ENVS majors and minors and fulfills a writing requirement.

Faculty: Saikawa

**Educational Studies**

**EDS 307: Sociology of Education (Same as Sociology 307)**

T/GA

This course explores the modern school system as a part of the functioning of contemporary communities in the United States. The course will give attention to changing relationships between school and community in the light of population change, social class differences, and shifting values.

Faculty: Rubinson
Health

**HLTH250-000: Foundations of Global Health (same as ANT 205-000 and GHCS250-000)**

T/GA

An introduction to the overall field of global health, its history, methods, and key principles, with case studies illustrating the burden of disease in nations with strikingly different political-economic contexts.

Appropriate for First Year students.

This introductory lecture-based course draws on perspectives from anthropology, social epidemiology, and related social and health sciences to provide a broad framework for understanding current global health challenges and their solutions. Over the semester, we will learn about past, current and future global health issues. And, we will explore diverse theoretical perspectives as to why some populations are healthier than others. The course will emphasize the interconnections between health problems in developed and developing countries and the need for an interdisciplinary approach to understand and mitigate threats to health. Students will be introduced to basic concepts and methods in epidemiology and population health. Special emphasis is placed on the importance of population demography. Specific topics to be covered include infectious diseases, diseases of under and over nutrition, mental health, environmental health, reproductive health, refugee and immigrant health, human rights, and global health institutions. At the end of the course students should have a basic understanding of the methods used to assess population health, understand the current and future distribution of health, and be able to discuss why some populations are healthier than others and what can be done to reduce health disparities. The ultimate goal of the course is for students to gain an evidence-based understanding of the threats to human health and interventions that may counter these threats.

Faculty: TBA

**HLTH 385-000: Food, Health and Society (same as ANT 385-000)**

T/GA

Credit, one to four hours. Seminar or lecture series of topics of anthropological concern.

Faculty: Quave

**HLTH 385-001: Human Health, Health & Human Rights**

T/GA

Seminar of lecture series of topics in human health. May be repeated for credit (up to 16 hours) when topic varies. Credit varies from one to four hours.
In this course we will learn about various human rights theories and frameworks and apply them to issues related to population and individual health. Throughout the course, we will critically examine whether human health is a human rights issue and if so, how to address this issue. If not, why is it not? Particular human rights issues will be explored, including children’s, women’s, disability, refugee, and immigrant health. We will also explore the way the environment does and does not facilitate health and health care using the tools of human geography.

Faculty: Sarrett

**History**

**HIST488RW-00P: Special Topics Seminar: Civil Rights Cold Cases (same as AAS485W-00P & AMST 489W—00P)**

T/SR

In the years between 1954 and 1968, still untold numbers of martyrs were targeted for death because of their civil rights work. In many cases, their murders were inadequately investigated, their stories left untold, and crimes against their humanity never prosecuted. This course is a study in how the news media covered the movement and addressed these crimes against the backdrop of the broad contours of civil rights activism during this period. It is also about how these atrocities were later remembered as the nation has sought to reconcile itself with the un-finished agenda of racial justice. Students will be asked to actively engage in the process of Cold Case investigations of a number of unsolved crimes in Georgia. Their responsibilities will include the identification and collection of documents from archives in the region, community outreach, and interviews with federal and state officials, survivors, eyewitnesses, and the families and friends of victims. This course is in sum a study of the cultural and political complexities inherent in these unsolved civil rights murders and the possibility for reconciliation for individuals, communities, and the nation.

This course requires permission to enroll. To receive a permission number enroll in this JRNL course, you must complete the JRNL course application form. Please fill out a course application and submit it to the Journalism Program in S106 Callaway Center.

Faculty: Klibanoff / Gadsden

**Institute of Liberal Arts**

**IDS 206: Foundations of Sustainability**

T/GA

Through readings, and discussions led by faculty from the social sciences, natural sciences, and humanities, this course provides a panoramic survey of sustainability; critical integration of these interdisciplinary approaches yields a strong foundational understanding of sustainability.
This course offers an introduction to the ideas and issues that constitute the interdisciplinary field of sustainability through the examination of specific case studies and themes. Students will connect readings with contemporary sustainability issues across social and natural sciences, humanities and business in both the Emory and Atlanta communities. Sustainability recognizes that social equity, environmental integrity, and economic prosperity are all desirable, but that these goals may be in competition with each other. We will hear from Emory faculty and staff as well as Atlanta area activists who embrace diverse visions of sustainability in their work and recognize the need for culture change. The course will address the question: What is sustainability sustaining, and what does this mean for our own lives?

Faculty: King

**IDS 385-005: Special Topic: Environmental Justice (same as SOC389-004)**

T/GA

What are the social ramifications of environmental pollution, unwanted land uses, and changing climate? Who benefits from consumption of goods and who suffers the consequences of degraded environments resulting from the production and consumption of those goods? Since the 1980s, research has shown that communities of color and lower income communities disproportionately suffer the environmental and human health consequences of pollution and degraded environmental quality. Environmental Justice refers to both a social movement and a corpus of research that seeks to call attention to such issues and to provide solutions to correcting environmental injustices. More recently, this has included Climate Justice social movements that seek to address the imbalance between those who contribute emissions to climate change and those who bear the burden of changing climate through loss of land, farming, and security. In this course, students will learn about the history of environmental (in)justice and analyze in-depth case studies in environmental and climate justice social movements.

Faculty: Barnhart

**Linguistics**

**LING485-000: Spanish: Yesterday & Today**

T/SR

This course will examine the history of the Spanish language as a valuable means of understanding its structure and use in the past and today. The course will be divided into five sections:

- Theoretical and Historical Foundations
- Castilian of the Middle Ages
- Early Modern Spanish (1469-1700)
- Modern Spanish (1700-2000)
Contemporary Variation and Change in Spanish

Key questions which will guide our exploration of the development of the language include: When does the history of the language begin? What aspects of the language have changed and continue to change? What features characterize different varieties of Castilian/Spanish in each period of its history? Who uses the language in what ways for what purposes during each period of its development? How and why did and do changes take place? What has been the relation between social, cultural and political changes and changes in the language and its status? The course will not aim at providing exhaustive answers to these questions; rather, students will be introduced to possible responses for a selection of changes in each major period, and then encouraged to develop questions of their own about the language’s history of ongoing change, and to research these questions in final course projects.

REQUIREMENTS: Spanish 316, Linguistics 201 or willingness to attend outside-of-class tutorials on phonetics at the beginning of the course. Students must also have completed at least two Spanish courses at the 300 level. The course will be taught in Spanish. Evaluation will be based in class participation, daily assignments, two exams, and a final project.

Faculty: Tuten

Philosophy

PHIL117: Nature/Environment/Sustainability

T/GA

This course should encourage you to uncover and explore assumptions and evaluations concerning the so-called “natural world” or “environment.” Each individual and society exists within an environment, and the character of this relation not only influences the relations of human and non-human creatures, but also lies at the heart of human self-understanding. Through reflection upon these and related issues, this course will develop critical reading, writing, and thinking skills by way of an introduction to and encounter with contemporary issues in environmental philosophy.

This class will concern itself with one question: what is nature? To guide ourselves, we will trace the responses it has provoked in several philosophers of the Western tradition. We will read their works as giving us neither ‘versions’ of nature to choose from, nor just individual opinions or interpretations. Rather, we will read to see how philosophers have grappled with different aspects of the meaning of nature, producing interesting but also limited responses. Some of the questions that will frame our discussions are: is nature mechanistic? Does nature have an end? Is nature merely human resource to be exploited? How do humans relate to nature? Are we nature? Is nature an organism? What is the animal? Is nature ‘irrational’ and opposed to humans as ‘rational’? Is the concept of nature essentially social? Is the idea of nature itself problematic?

Faculty: Quinonez
**Political Science**

**POL 100-003: Natl Politics/United States**

T/GA

The goal of this course is to provide students with an understanding of the contemporary American political system. In addition, the course will introduce students to some of the approaches that political scientists use to study political institutions, processes and behavior. The course will examine the major institutions of American national government including Congress, the Presidency, and the Supreme Court, and the relationships among these institutions. In addition, the course will investigate the role of non-governmental groups and actors that influence political decision-making such as voters, political parties, and interest groups.

Faculty: Abramowitz

**POLS 208: Political Science Methods**

T/GA

This course introduces students to the style of analytical thinking involved in the conduct of political science research. It covers experimental and observational research designs, case selection and simple sampling techniques, and measurement of theoretical concepts. It also covers basic statistical procedures for describing and analyzing quantitative data. The course applies these techniques to analyze numerous political examples. Students will learn some basic statistical computing skills, which the instructor will demonstrate in class and which students will use for some homework and a paper assignment.

Faculty: Davis

**POLS 227W-000: Environmental Policy**

T/SR

An introduction to basic concepts of American environmental policy. Topics include: history of federal environmental policymaking, environmental policy tools, controversies in environmental policy, and U.S. environmental policy in the age of globalization. Field trips required. Fulfills ENVS Intermediate Social Science and Policy requirement. May also be used to fulfill an ENVS Elective requirement.

This is an intermediate course designed to introduce you to the complexity of issues and concepts surrounding American Environmental policy. This course will begin by putting environmental policy in an historical perspective, and then briefly discuss the basics of public policy analysis, before moving on to current environmental policy issues. This course is writing intensive, and focused on developing a strong, concise professional writing style. May be used to fulfill an Intermediate Social Science and Policy requirement for ENVS majors or
an Upper Level Elective. Prerequisite: Environmental Studies 131 or POLS 100 or permission of instructor.

Faculty: Yandle

**POLS353-000: Civil Liberties**

T/GA

A study of the portions of the United States Constitution protecting civil liberties and civil rights as interpreted by the United States Supreme Court. Topics include: freedom of religion, freedom of speech and press, obscenity and libel, privacy rights, the right to keep and bear arms, unconstitutional forms of discrimination, and voting rights. Material related to the rights of criminal defendants is not covered in this course. Readings include opinions from Supreme Court decisions and constitutional commentary. There are no formal prerequisites for the course, but students should have a general understanding of U.S. history and government. In addition, the reading materials require a good command of the English language.

Faculty: Walker

**POLS 370A: Community Building and Social Change (same as CBSC370A, ENVS370A, SOC370A)**

T/SR/AA

Over the past two decades a new paradigm for promoting the revitalization of urban communities has transformed the way the public, private, and nonprofit sectors work together to resolve a wide range of important urban issues. The key features of this new approach include a comprehensive, collaborative, cross-sector, community-based approach to urban problem solving. Community building is both a process and a product and successful examples can be found in urban areas across America, ranging from individual neighborhoods to metropolitan regions.

This course is the first of a three-course sequence in Emory’s Community Building and Social Change Fellows Program. The first course provides an overview to Community Building and Social Change and the dynamics of contemporary urban communities. Interested students may apply for formal acceptance into the fellowship program and enroll in the second course, Planning and Evaluating Community Initiatives (Spring 2013), in which fellows begin work on their collaborative, community building project, working in partnership with a wide range of community partners, to develop a work plan to guide the implementation of their project during the summer. Finally, students apply these methods during the summer practicum on projects proposed by local community organizations that address a specific challenge related to health, housing and community development, the environment, social policy, or refugee and immigrant communities. In partnership with community teachers and contexts, students learn to identify and develop the core competencies of community building—vision, partnering, understanding, leadership, information sharing, initiative, conceptual mapping, and listening/understanding.
Descriptions of past projects and their accomplishments can be found on the CBSC Web Site, available at http://oucp.emory.edu/our_work/engaged_learning/cbsc_index.html#community%20building%20social%20change.

Course Enrollment is by permission only and application information and materials can be found on the CBSC web site. For questions about the CBSC Program, the selection of class participants or questions regarding the application please contact Kate Grace at kdgrace@emory.edu.

Faculty: Rich

**POLS490R-000: Advanced Seminar: Courts, Politics, and Policy**

T/SR

This seminar focuses on courts as political institutions. How are courts like and unlike other institutions of government? What roles do courts play in democratic political systems? What influence do courts have over public policy? How do they constrain the policymaking of other institutions? How are they constrained by other institutions? What happens after the Supreme Court makes a decision? These are some of the kinds of questions to be addressed in the seminar.

Faculty: Giles

**POLS494: Advanced Seminar- Illicit Organizations**

T/SR

This course explores a range of illicit organizations, focusing on how their operational constraints affect them. How and why are illicit organizations different from their licit counterparts? How are their structure, function, and output related to (or not) their legal state? After an introductory survey of social and political organizations and several licit organizations, the course will turn to study more closely a variety of (non-mutually exclusive) illicit organizations: terrorist and rebel groups; organized crime; gangs; drug production, trafficking, and sales. Special attention is paid to the similarities and differences between licit and illicit organizations in structure and function, and effects of policy interventions on the structure, survival, and output of illicit organizations.

Open only to senior and junior majors and others by permission of instructor. Selected topics in political science.

Faculty: Jung

**POLS494W-000: Research Topics Seminar — Political Science, Political Monitoring**

T/SR
The term “monitoring” is frequently used in the social sciences. As a political concept, however, it is not fully investigated—especially its impact on political behavior and effective governance. This upper-division seminar will systematically study monitoring in political affairs, with an emphasis on comparative politics and international affairs. First, monitoring as a concept will be defined, especially in relation to other important concepts such as accountability. Second, we will question how monitoring is utilized in other disciplines such as psychology and economics. Third, seminar participants will ask “What is effective monitoring?” Fourth, students will investigate the importance of monitoring in democratic theory and ask empirically-driven questions such as “How do people monitor their governments?” Finally, explanatory factors such as transparency on effective monitoring in political affairs will be identified. Given the course’s seminar format, students will bring to class for discussion specific examples of political monitoring.

Prerequisites: Junior/Senior Standing, Major in any Social Sciences discipline, PS 208 “Methods” or with permission of the instructors

WRT: Satisfies Emory College’s Writing Intensive Course requirement

Faculty: Lancaster

**Religion**

**REL 358-000: Religion and Healing-Medical Ethics and Technology**

T/GA

This seminar explores how different cultures and religious traditions make sense of new medical technologies and their potential limitations. Case studies include cloning, surrogacy, abortion and transplants. Our primary focus will be on how science is adapted in different cultural and religious settings, through both ethnographic and medical ethics writings. No prior background necessary. This course is especially geared to students in religion, anthropology and pre-med programs. We will do readings in a variety of religious traditions but will focus in particular on Christianity, Islam and Judaism. Come, and challenge your assumptions about life, death, human reproduction and faith!

Faculty: Seeman

**Sociology**

**SOC 213: Sociology of the Family**

T/GA

This course will highlight important changes in the family, both within and outside the United States, including comparisons with resource-poor settings. We will explore the choices that are available to various family members as well as the constraints that often limit these choices. We will examine roles, responsibilities and obligations of family members both over the individual life course and the family life cycle. Specifically, we will look at:
1. defining “the family”
2. trends in family structure and social relations, both within and outside the United States
3. gender, cohabitation, marriage & work
4. parenting and intergenerational relations
5. family power, conflict, and domestic violence
6. divorce and remarriage
7. role and care of older adults in the family

Faculty: Yount

**SOC 214: Class/Status/Power**

T/ GA

The title “Class, Status, and Power” comes from the notion that societies are stratified into groups based on economic, honorific, and political assets. With an emphasis on the United States and comparable rich capitalist democracies, this course explores sociological explanations of how and why these and other patterns of social inequality occur and some of the consequences they produce. You will read, discuss, and write about a variety topics, including but not limited to inequalities of wealth, income, status and opportunities to attain theses; poverty, elites and power; economic inequality involving race and gender.

Faculty: Hicks / Kornrich

**SOC220-000: Juvenile Delinquency**

T/GA

Theories of delinquency causation and treatment.
The course is in four parts. First, we will examine the nature and extent of delinquency. This will include an examination of history of delinquency and the characteristics of delinquents. Second, we will examine the major theories of delinquency; with a special focus on strain theory, social control theory, and subcultural deviance theory. Third, we will examine the research on the causes of delinquency, including the research on the effect of individual traits, family factors, school factors, and gangs on delinquency. Finally, we will examine efforts to control delinquency; with a focus on the police, the juvenile court, and correctional facilities for juveniles. Classes will consist of lecture and discussion, with an occasional movie or guest speaker.

Faculty: Agnew

**SOC221-000: Culture and Society**

T/GA
This course surveys major themes and questions in the sociology of culture in three broad sections:

1. We begin by developing a "vocabulary" that is drawn from a variety of approaches. With this new vocabulary, we will ask and consider such questions as: What is culture? How does it work?

2. We then examine the classical treatments of culture by Marx, Weber, and Durkheim. This allows us to see how issues that they initially raised are treated today. Contemporary considerations include: How do people in one group exclude people from another group? Can religion survive in modern times?

3. The final section of the course will consist of a close look at a few substantive areas within the sociology of culture. We will consider how culture supports the enactment of social activities and the existence of social groups to deal with such issues as: How is artistic production shaped by social and cultural factors? What is the social nature of technology?

Faculty: TBA

**SOC230-000: Sociolog Aspect Health / Illness**

T/GA

This lecture-discussion course will introduce the student to the field of the sociology of health and illness. Health care institutions are necessary parts of every society – in every culture people get sick and need care. Health itself is socially determined, not only by a society’s medical care systems, but by all of the institutions of society. These social determinants of health are defined by the World Health Organization (2009) as “...the circumstances in which people grow, live, work, and age, and the systems put in place to deal with illness. The conditions in which people live and die are, in turn, shaped by political, social, and economic forces.” In this course we will examine health, illness, and health care institutions as social phenomena, in four parts that move from the macro-social to the micro-social, and across cultures. In Part I we will learn about population trends in health and the aging of our global society, as well as the social forces that play a determining role. In Part II we will examine and compare health care institutions in the US and several industrialized countries, with special attention to the Affordable Care Act, which goes into effect as we begin this course in January 2014. In Part III we will study the social relationships and roles of health care providers and patients. Finally, in Part IV we take up issues of the experience of illness and the role that health plays in individual identity.

Faculty: Idler

**SOC245-000: Individual and Society**

T/GA
This course provides an introduction to social psychology, an interdisciplinary field which systematically examines how the actual, imagined, or implied presence of other people influences a person’s thoughts, feelings, and behaviors. The focus of the course is on how groups – ranging from friendship circles to ethnic groups – affect the life of an individual and how the individual affects the group. Thus, the course examines the reciprocal relationship between individual-level and group-level phenomena. We will answer questions such as: How does the self develop and change over time? What information do we use to form impressions of one another? How do cultural assumptions about gender, race, ethnicity, age, class, and sexual orientation affect interactions within groups?

Faculty: Hegtvedt

**SOC333-000: Sociology of Religion**

T/GA

This course provides an introduction to the sociological study of religion and its major themes. It examines what constitutes a ‘religion’ and the roles it plays in society, how religion interacts with and changes in the face of modernity, and what implications it engenders for communities and nations when it moves transnationally and globally.

This course is divided into three sections. The first explores sociological conceptions of what constitutes ‘religion’ and what broad roles it plays in society, with a special focus on classical sociological theories about religion. The second looks at religion in modernity, particularly in the US, and how it influences as well as becomes influenced through its interactions with various social spheres (e.g. politics and economics) and social characteristics (e.g. gender, race, health, sexuality, etc.). This section will also explore contemporary trends in religion in the US, including how it has been affected by and responds to secularization as well as how its form of organization has changed over time. The final section looks at religion as it crosses geographical boundaries and the implications it has not only for the receiving countries but also for those that send it.

Faculty: Latterell

**SOC 247: Racial and Ethnic Relations (same as AAS247)**

T /GA

Relations between and within groups; conflict and cooperation in light of a number of models of social interaction. Application of principles to racial, religious, and ethnic minorities. The election of Barack Obama has led many to argue that the United States is now a post-racial society. That is, race and racism no longer matter in determining what one can achieve in life, racial inequality is a thing of the past, and we all have an equal opportunity to succeed. In this course, we will challenge these notions by examining sociological theory on race, the history of racial groups in this country, as well as the current state of race relations and racial
inequality in the contemporary moment. We will begin by discussing definitions of race as well as competing theories of racism. Next, we will explore the social histories of various racial groups in the United States. Finally, we will examine race relations and persisting racial inequality in the contemporary time period, focusing on relevant issues such as residential segregation, employment, health, mass incarceration, wealth and poverty, education, and the media. By the end of this course, you should have an understanding of the history of race in the United States, what the current state of race relations looks like, and why, despite what some may argue, race still matters.

Faculty: Martinez-Cola

**SOC307-000: Sociology of Education**

T/GA

The modern school system as part of the functioning of modern communities in the United States. Attention to problems of interrelating school and community in the light of population change, social class differences, and shifting values.

Faculty: Rubinson

**SOC311-000: Political Sociology**

T/GA

Introduction to major sociological perspectives in the study of politics and on interrelations between society and polity in industrialized democracies. One goal of this course is to provide an introductory overview of principal concepts, topics and theories of political sociology. Another is to introduce students to the political facet of American society, at home (e.g., value traditions and ideologies, social movements, party politics and policy) in comparative perspective. A third is to approach some global economic issues –development and global warming— from a political sociological perspective.

Faculty: Hicks

**SOC 355W: Social Research I**

T/GA

The course is required for sociology majors and fulfills an upper division writing requirement. This course is an introduction to research design in the social sciences. Topics include measurement reliability and validity, probability and non-probability sampling, experimental and survey designs, ethnographic methods, comparative-historical methods, and ethical standards in social research. The course has three main objectives: First, you will learn how to translate abstract theoretical ideas into concrete empirical questions. Second, you will see the strengths and limitations of different methods and learn how to choose those most appropriate for answering your research questions. Third, you will gain hands-on experience in collecting and analyzing both qualitative and quantitative data. The overall goal of the
course is to provide you with the practical skills needed for being a discerning consumer and producer of social research.

Faculty: Mullis

**SOC370A: Community Building and Social Change (same as CBSC370A, ENVS370A, POLS370A)**

T/SR/AA

This course is the first of a three-course sequence in Emory’s Community Building and Social Change Fellows Program. Course Enrollment is by permission only and application information and materials can be found on the CBSC web site. For questions about the CBSC Program, the selection of class participants or questions regarding the application please visit the CBSC website (http://oucp.emory.edu/index.html) or contact Kate Grace at kdgrace@emory.edu.

See also POLS370A

Faculty: Rich

**SOC389-004: Special Topic: Environmental Justice (same as IDS 385:-005)**

T/GA

What are the social ramifications of environmental pollution, unwanted land uses, and changing climate? Who benefits from consumption of goods and who suffers the consequences of degraded environments resulting from the production and consumption of those goods? Since the 1980s, research has shown that communities of color and lower income communities disproportionately suffer the environmental and human health consequences of pollution and degraded environmental quality. Environmental Justice refers to both a social movement and a corpus of research that seeks to call attention to such issues and to provide solutions to correcting environmental injustices. More recently, this has included Climate Justice social movements that seek to address the imbalance between those who contribute emissions to climate change and those who bear the burden of changing climate through loss of land, farming, and security. In this course, students will learn about the history of environmental (in)justice and analyze in-depth case studies in environmental and climate justice social movements.

Faculty: Barnhart

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**Theory Practice/Service Learning**

Theory Practice/Service Learning (TPSL) courses were first introduced to Oxford in 1996 as a way of integrating the theory of the classroom with actual experience in the local community.
Students in TPSL courses are actively practicing what they are learning in the classroom and forging a service partnership with Newton County.

In these roles, students are serving as tutors, mentors, counselors, and advocates for children and adults at community agencies, child care centers, and schools. A TPSL course can deepen one’s understanding of the subject studied and develop an ability to reflect on, “practice,” and apply to a real-life situation what is learned in the classroom.

**English 185: Critical Reading and Writing**

Principles of effective reading skills and written expression. Analysis of nonfiction, fiction, poetry, and/or drama and development of successful academic arguments. This course does not satisfy any requirements beyond First-Year Writing requirements.

**Psychology 205: Child Development**

Theories and research concerned with the development of human cognition, personality, and social behavior from infancy through early adolescence.

Content: The ways individuals interact with the world and with each other change dramatically from birth to adolescence. The first goal of Child Development is to trace changes during infancy, the preschool years, middle childhood, and adolescence in the domains of cognition, language, social behavior, and self-concept. The second goal of the course is to examine the factors that influence the course of development, including heredity and the social, cultural, family, and physical environment.

Prerequisites: Prior completion of Psyc 100, 110, 111, or AP credit in psychology.

**Psychology 312: Psychological Concepts of Giftedness—History, Society, Cultures with Writing**

Credit, four hours. Prerequisite: Psychology 100. Students will study intellectual giftedness, the many different types of creativity, and even critically examine the evidence for ESP. The course will focus on issues of definition, designing effective educational systems, acceptance of the gifted by society, and the latest research findings.

**Women’s Studies 100: Introduction to Women’s Studies**

Students will work in one of the local community’s social service agencies or programs that serve girls and women. Particular attention will be given to the intersection of gender, race, class, ethnicity, and sexual orientation as it informs both classroom theory and actual experiences in the community.
Women’s Gender Studies 200. Gender, Race, Class and Sexuality (HSC)

Interdisciplinary and cross-cultural examination of race, gender, class, and sexuality as they contribute to shaping the lives and identity formation of diverse women in the United States.