**SPRING 2012 Courses with WCU Poverty Project content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE NAME** | **INSTRUCTOR** | **Description** | **Poverty Project Connection** | **PRE-REQ** |
| Alternative Spring Break Service Trip  NON-CREDIT BEARING | Jennifer Hinton and Baldwin Sanders | INCLUDES TRAVEL TO  Rabinal, Guatemala  DURING SPRING BREAK 2012 | Working with children in a health care setting. |  |
| ANTH 493 OR SOC 494  Topics in Anthropology or Sociology | Tony Hickey and Nyaga Mwaniki | INCLUDES TRAVEL TO WONGONYI, KENYA DURING MAY 2012 |  | By permission of instructor |
| COMM 302 Reporting Public Affairs | Katerina Spasovska | Public affairs reporting is the kind of coverage that keeps the public informed as citizens and keeps the institutions focused on the public good. Journalists after all are the ultimate public servants (or they should be). Students will learn how to cover local government bodies and institutions; election campaign and profiling people running for office. They will also report on issues that are important for the community- poverty and immigration. | Poverty Project Connection: Students taking the class will produce news stories on the growing poverty rate in the county and what is being done to help/ease the situation. It will discuss policies and their impact on the community. | Pre-req: COMM 240 |
| COMM 415  Intercultural  Communication | Michael Caudill | Intercultural communication looks at how people from different cultures communicate with each other. Intercultural communication brings together such relatively unrelated areas as cultural anthropology, psychology and established areas of communication. Its practical aim is to produce guidelines with which people from different cultures can better communicate in a variety of situations.  Overall Course Goal: To develop intercultural communication awareness and competency skills and apply them creatively to address cultural differences in our personal and professional interactions. | • To develop awareness of our own cultural identities and how that influences  communication styles.  • Identify and analyze the effects of culture and gender on intercultural communication.  • Recognize the role of verbal and nonverbal messages play in intercultural communication.  • Describe the process of stereotype formation and how they affect communication.  • Recognize how perceptions of reality differ from culture to culture and how that affects communication.  • Identify the common barriers which create misunderstandings in intercultural contacts.  • Identify the sources of intercultural conflict and some methods of reducing it.  • Compare value systems across cultures and describe how they influence the areas of education, business, and healthcare. | None: Fulfills Upper Division Liberal Studies Perspective (P6 World Culture) |
| COUN 615  Cross Cultural Counseling | Phyllis Robertson, Ph.D. | This course focuses on the development of knowledge, awareness, and skills for working most effectively with persons from a variety of cultural backgrounds.  You will be encouraged to examine your personal attitudes, values, and beliefs as you develop a richer understanding of your own worldview and the worldview of others.  This is a seminar type course designed for discussion, interviews with guest speakers, experiential activities, and demonstration of research through multi-media presentations.  Two sections are offered with a WCU section during the day and a UNCA section in the evening. | A special emphasis will be placed on those populations of people whose racial, ethnic, social economic, religious, ability, age, sexual orientation, or language differ from those of mainstream society. | (Graduate level only). |
| EDCI 200-03  Seminar in Leadership Development \* | Victoria Faircloth | Leadership development through seminars with university and public professionals, field trips and service projects.  INCLUDES TRAVEL TO JAMAICA DURING SPRING BREAK 2012 | Participants in the course will:  **Develop** a more comprehensive intellectual and emotional (empathetic) understanding of the causes and consequences of poverty-related issues in the country of Jamaica.  **Determine** what they can do about poverty issues in Jamaica, from perspectives informed by their own disciplines and those of others via a spring break trip—while living and working in this developing country for one week.  **Work** collaboratively across disciplines with students in various majors, while serving in several Jamaican communities with faculty, staff, and with graduates of the WCU Jamaica Teacher Education Program.  Interact with individuals from a variety of philosophical, religious, socio-economic, and other backgrounds while working and serving in Jamaica.  **Integrate** projects they engage in while in Jamaica into coursework and other service projects, to include electronic briefcases for future presentations.  **Clarify** the place of poverty and associated issues with respect to their own values through participation in working in Jamaican communities.  **Contribute** to potential solutions to poverty-related issues in theoretical and practical terms through participation in scholarly and creative activities (via discipline and course-specific approaches, as well as focused undergraduate and graduate research), service-learning, and student organization events, upon return from Jamaica.  **Take action** through participation in real-world, poverty-focused projects and initiatives, including advocacy and civic engagement projects, while in Jamaica. | N/A, contact Dr. Vicki Faircloth, School of Teaching and Learning, Office 138 or 135 Killian, for permission to register |
| ENGL 190-02 Freshman Seminar: “Outlaw” Literature | Dr. Mae Miller Claxton | Dorothy Allison stated in an interview that “the deepest way to change people is to get them to inhabit the soul of another human being who is different from them. And that happens in story. That happens in literature.” In this class, we will read novels about “outlaws,” those who live and struggle on the margins of society. The stories will be about people you know—the man who runs the pawn shop, children dealing with parents on drugs, Native Americans struggling to make it in the world outside the reservation, miners and millworkers.  The class will decide on a service project designed to address some of the issues we will discuss in class. | We will be reading works of literature about people from this region dealing with poverty and its offshoots—drug abuse, poor nutrition, lack of opportunity, and other issues. | No prerequisites |
| ENGL 459-01  Southern Literature: Literature of the Working Class | Dr. Mae Miller Claxton | Dorothy Allison stated in an interview that “the deepest way to change people is to get them to inhabit the soul of another human being who is different from them. And that happens in story. That happens in literature.” We will read about people living on the margins of society—the uneducated, the poor, those without power. | We will be reading works about people from this region dealing with poverty and its offshoots—drug abuse, poor nutrition, lack of opportunity, and other issues. |  |
| HPE 212  Foundations of Health and Physical Education | David B. Claxton | The basic physiological, psychological, and sociological principles and historical foundations. | We talk periodically about how those living in poverty and anywhere toward that end of the socioeconomic spectrum have less access to many forms of physical activity. They can’t afford to join the county recreation center soccer league. In many cities there are few parks or playground areas, and the few there are often unsafe.  Healthy food is often hard to find in some inner city areas and is sometimes more expensive than foods that lead to obesity. | N/A |
| MATH 340 Introduction to Scientific Computing | Jeff Lawson | Survey software and programming languages; applications in modeling and simulation; development of algorithms that requires advanced mathematical background. | Building time-series models for population growth with food or water supply limits. Resource allocation models. A semester-long independent study problem allows a student to choose a GPP-related topic. | PREQ: MATH 255 (Calculus II) |
| MATH 430 Mathematical Modeling | Jeff Lawson | Topics including design of models, analysis of stability and sensitivity, optimization, programming, forecasting, differential equation models, diffusion, or wave propagation. | Advanced discrete and continuous models of population response to limited food resources. Populations in competition for the same food resources. Advanced food supply allocation models. Optimal dietary strategies to achieve "Living at $1.50 a day". (This gives students a feel for the nutrition value to cost ratio for a variety of foods.) Energy and water demands and allocations for food resources. Students may choose a final project model related to GPP. | PREQ: MATH 320 (Ordinary Differential Equations), MATH 362 (Introduction to Linear Algebra), MATH 340 |
| NSG 322 Concepts of Geriatric Nursing  *\**NSG 411 Adult Nursing II Practicum; or | Dr. Cheryl Clark | INCLUDES TRAVEL TO JAMAICA DURING SPRING BREAK 2012  322, Concepts of Geriatric Nursing, Overview of nursing science specific to care of the aging older adult with emphasis on complex physiologic, emotional and spiritual patient needs.  411, Adult Nursing II Practicum, Continuation application of the nursing process with emphasis on nursing science applicable to individuals experiencing acute alteration in health. |  | Students already admitted to the courses in the Nursing major  *Nursing students who have not been fully admitted to the nursing program may still participate with nursing students who will be working in medical clinics in the rural Parish of St. Elizabeth. However, since you not eligible for courses in the major, you will need to register for EDCI 200-03 (permission to register needed from Dr. Vicki Faircloth, School of Teaching and Learning, Office 138 or 135 Killian)* |
| \*NSG 422  Concepts of Community/Mental Health Nursing | Dr. Cheryl Clark  and Dr. Elizabeth Sexton | This course will focus on community/mental health. | It will have a strong focus on issues of poverty, public health, mental health, and health disparities. | Senior nursing students only. PREQ.:  NSG 410, 411, 412, 413 and 414  CO-REQ.:  NSG 423 |
| \*NSG 423 Community/Mental Health Nursing Practicum-SLC | Dr. Cheryl Clark  and Elizabeth Sexton, R.N., M.S.(N) | MAY INCLUDE TRAVEL TO JAMAICA DURING SPRING BREAK 2012  423, Community/Mental Health Nursing Practicum, Application of the art and science of nursing specific to patients in community/mental health settings. | We will have five service-learning projects of 20 hours and divide the class into the five groups. One of the groups will be going to Jamaica. The other groups will be doing projects with a focus on populations who are homeless, seasonal farmworkers and migrants, families struggling with mental health issues, and clients served by a free clinic. | Senior nursing students only. |
| PAR 102  Western Moral Traditions | David Henderson | This course is dedicated to the study of historical theories of virtue, duty, justice and the good.  The intellectual resources of these enduring traditions will be used to illuminate contemporary moral dilemmas (e.g., abortion, euthanasia, *poverty*, animal rights) and to challenge the students to intentional moral growth. (P4) | Besides addressing poverty in the broader context of suffering, good and evil, we will spend a few days specifically focused on the appropriate moral response to poverty: What are our moral obligations to the poor? | No prerequisites |
| PAR 354 – SLC Religion, Suffering, and the Moral Imagination  (15 hours of community service required) | John Whitmire | This course will explore the nexus of issues that have come to be called “the problem of evil” (e.g. human experiences of pain, suffering, disappointment, and meaningless in life), as well as the philosophical history of that “problem.” We will examine the attempts to make sense of human suffering offered by some of the world’s great religious traditions (mainstream Judaism, Christianity, Buddhism, and Hinduism), as well as some classics of philosophy (ranging from dualistic positions, to stoicism and skepticism, as well as agnostic and atheistic positions). | We will examine some of the practical responses religious and philosophical traditions suggest for dealing with our own suffering and that of others. Finally, I will ask you to consider whether any one or some combination of these approaches represents a satisfactory “answer” to some of the problems we encounter in the service-learning component of the course – either in theoretical terms, or by enabling us to deal practically with concrete human suffering. There will also be an opportunity to participate in an international humanitarian conference in Washington, D.C. as part of your service learning (at a small cost). | N/A |
| PAR 392  Global Justice, Liberty, and Human Rights  (does not count as a LS course) | Daryl Hale | Discussion of whether global justice can be achieved, in light of political realism, poverty, women’s inequities, war, markets, with concern for human liberty and rights. | A section of *The Global Justice Reader* which deals with the issue of global poverty. I believe there are about 5-6 articles in that section, and students will write one of their papers on that topic. | N/A, one option for International Studies double majors. |
| PSC 321 International Political Economy | Jen Schiff | International Political Economy (or “IPE”) is the study of the politics of the global economy. How is it organized? Who controls it? Who gains, and who loses, from trade?  Why are some countries so rich and some so poor, and why do the poorer countries have such a difficult time catching up to the wealthier world? | Students will study the salient issues of the contemporary global economy, including the origins of the modern trade and financial systems, the distribution of wealth and global economic inequality, the causes and consequences of global poverty, the challenges of development, and the growth of illicit global economic activities like human and drug trafficking.  By semester’s end, students will gain a comprehensive understanding of the reciprocal relationship between the global economy and the policy choices of governments in the contemporary world. | N/A, an elective for political science and one of the core classes for International Studies. |
| \*PSC 349-02  Civic Learning | Dr. Jen Schiff | INCLUDES TRAVEL TO JAMAICA DURING SPRING BREAK 2012  Participate in a service learning experience and analyze its relationship to public policy. |  | Political Science Majors   *If you have completed this course, please register for EDCI 200-03 (permission to register needed from Dr. Vicki Faircloth, School of Teaching and Learning, Office 138 or 135 Killian)* |
| PSY 323 Understanding Teaching and Learning | Dr. Mickey Randolph | (16 hours in a public school setting)  Exploration of the universal and developmental needs of 21st century learners and the assessment techniques teachers utilize in the development of responsive instruction. Field experience and subscription to TaskStream© required. | Requires a service learning commitment.  Students are required to complete the hours across the semester (not in a block of time) and produce a project related to the service learning experience and that the agency may continue to use (e.g., brochures, power points. Handbooks, etc) .  This project should be related to the course work as well. | Admit to Teacher Ed,  EDCI 201 |
| PSY 363 Behavioral Interventions | Dr. Mickey Randolph | (10 hours in a community setting working with children/adolescents/or families)  A survey of behavioral theory covering both nonmediational and mediational approaches. Applications of behavioral theory to a variety of difficulties including school and clinical settings | Requires a service learning commitment.  Students are required to complete the hours across the semester (not in a block of time) and produce a project related to the service learning experience and that the agency may continue to use (e.g., brochures, power points. Handbooks, etc) .  This project should be related to the course work as well. | PSY 150 |
| PSY 678  Family Systems  Requires a service learning commitment | Dr. Mickey Randolph | (20 hours working in a setting serving families) | Students are required to complete the hours across the semester (not in a block of time) and produce a project related to the service learning experience and that the agency may continue to use (e.g., brochures, power points. Handbooks, etc). This project should be related to the course work as well. | N/A |
| SOC 103  Human Society | Peter Nieckarz | Analysis of human behavior in social and cultural contexts, emphasizing the sociological perspective. |  | N/A |
| SOC 235  Social Problems | Heather Talley | We will examine the causes and consequences of contemporary social problems. Throughout we will use sociological concepts in order to consider how social problems are largely determined by social structure as opposed to individual pathology or value neutral social policy. | We explore issues ranging from the recent mortgage crisis to the “dissolution” of “the American family,” war to poverty, crime to everyday racism. | This is a liberal studies course |
| SOC 494 OR ANTH 493  Topics in Anthropology or Sociology | Tony Hickey and Nyaga Mwaniki | INCLUDES TRAVEL TO WONGONYI, KENYA DURING MAY 2012 |  | By permission of instructor |
| SPAN 493  Cervantes and his World  (taught entirely in Spanish) | Santiago Garcia-Castanon | The course focuses on Cervantes’ masterpiece, *Don Quixote.* The readings are in Spanish and the course is taught in Spanish. | Deals with issues of violence, social justice, exploitation, hunger and poverty in 17th-century Spain, and how these topics relate to 21st-century society(-ies). | SPAN 301 or department head permission (General elective, primarily intended for Spanish majors and minors.) Open to anyone with sufficient knowledge of Spanish. |
| SPED 620  Education in a Diverse Society | Sharon Dole, Ph.D. | This graduate level course is designed to prepare teachers to meet the needs of a diverse student population and focus on education through sociological and cultural lenses.   The course goals are the following:  Students will develop an understanding of and appreciation of diversity with regard to race, language, gender, socioeconomic status, religion, ethnicity, geographic region, sexual orientation, ability, and age. They will use that knowledge to plan, implement, and evaluate educational programs based on individual student needs.  One of the major assignments of the course is to participate in a cultural activity in which the student is a minority member in some major way. The activity should be active rather than passive. Students can choose the activity and several students have chosen activities related to poverty such as volunteering at a homeless shelter or soup kitchen. | Online every semester contains a module that focuses on class.  Assignments in the module include the following: •       Students post their initial thoughts (before doing any of the readings in the module) on the impact of socioeconomic status on education.  •       Students debate the issue of tracking. They sign up for either a pro team or a con team.  •       At the end of the module, students post reflections on their readings. They may consider any of the following questions or reflect on some other aspect of their readings: 1.      Is there such a thing as a "culture of poverty" as Ruby Payne maintains? Why or why not?  2.      Your textbook authors refer to the "myth of middle-class Americans." What do they mean by this statement and do you agree with it?  3.      What can teachers do to try to overcome the effects of poverty? | The course is open to graduate students. |
| SPED 620  Education in a Diverse Society | Iris Rouleau, Ed.D. | This graduate level course is designed to prepare teachers to meet the needs of a diverse student population and focus on education through sociological and cultural lenses.   The course goals are the following:  Students will develop an understanding of and appreciation of diversity with regard to race, language, gender, socioeconomic status, religion, ethnicity, geographic region, sexual orientation, ability, and age. They will use that knowledge to plan, implement, and evaluate educational programs based on individual student needs.  One of the major assignments of the course is to participate in a cultural activity in which the student is a minority member in some major way. The activity should be active rather than passive. Students can choose the activity and several students have chosen activities related to poverty such as volunteering at a homeless shelter or soup kitchen. | Online every semester contains a module that focuses on class.  Assignments in the module include the following: •       Students post their initial thoughts (before doing any of the readings in the module) on the impact of socioeconomic status on education.  •       Students debate the issue of tracking. They sign up for either a pro team or a con team.  •       At the end of the module, students post reflections on their readings. They may consider any of the following questions or reflect on some other aspect of their readings: 1.      Is there such a thing as a "culture of poverty" as Ruby Payne maintains? Why or why not?  2.      Your textbook authors refer to the "myth of middle-class Americans." What do they mean by this statement and do you agree with it?  3.      What can teachers do to try to overcome the effects of poverty? | The course is open to graduate students. |

For more information about travel courses: <http://www.wcu.edu/22996.asp>

2012 ALTERNATIVE SPRING BREAK TRIP TO JAMAICA   
 *(a week of civic engagement and service learning in schools, clinics, orphanages, government agencies)*

Students must register for one of the following courses in order for financial aid to assist with the cost of this trip.

ALL STUDENTS MAY TAKE:  
\* EDCI 200-03 Seminar in Leadership Development (1 hour)

(This is a hidden section. Students must contact Dr. Vicki Faircloth, School of Teaching and Learning, Office 138 or 135 Killian, for permission to register)

POLITICAL SCIENCE MAJORS   
\*PSC 349-02 (CRN 12425) Civic Learning   
If you are a political science major and you have not completed this course, please register for the section taught by Dr. Jen Schiff. If you have completed this course, please register for EDCI 200-03 (permission to register needed from Dr. Faircloth)

NURSING STUDENTS   
If you are already admitted to the courses in the Nursing major, you *must* register for one of the following courses designated as travel courses, taught Dr. Cheryl Clark:

\*NSG 423 \*NSG 411 \*NSG 322

Nursing students who have not been fully admitted to the nursing program may still participate with nursing students who will be working in medical clinics in the rural Parish of St. Elizabeth. However, since you not eligible for courses in the major, you will need to register for EDCI 200-03 (permission to register needed from Dr. Faircloth)

NOTE: In addition to registering for designated travel courses, all students will complete an application regarding intentions for selecting an alternative spring break experience. This project is in collaboration with and support of the campus-wide WCU Poverty Project. For more information on the mission and outcomes of WCU Poverty Project, which are reflected in the outcomes of the travel courses listed, above go to: <http://www.wcu.edu/29387.asp>

Further questions and inquiries should be directed to Dr. Vicki Faircloth

[Victoria@email.wcu.edu](mailto:Victoria@email.wcu.edu)