

Warren Wilson Academic Departments with Sustainability-Related Courses: 16

Art; Biology; Chemistry/Physics; Education; Environmental Studies; Global Studies; History/Political Science/Economics/Business; Math/Computer Science; Music; Outdoor Leadership; Philosophy/Religion; Psychology; Social Work; Sociology/Anthropology; Theatre; Writing

All faculty received AASHE's faculty survey. Faculty and Division Chairs reviewed this list and identified courses they teach that are either sustainability-focused or sustainability-inclusive. The prior STARS Liaison's (a faculty member) Sustainability Course Offerings list (2015) was cross-referenced. All courses that are sustainability-focused are highlighted in yellow. The others are sustainability-inclusive. All courses are undergraduate courses. Each course has been vetted fully for sustainability content following the STARS review comments by checking they syllabus for each course and when needed, following up with faculty. Course descriptions include copy from the catalog, from the individual course syllabus, and faculty descriptions.

Sustainability Course Offerings

2018-2019 academic year

Highlighted means sustainability-focused; remaining are sustainability-inclusive

ANT 1390 - Native Americans of the Southeast

This course is a cultural history that explores the Native American cultures of the southeastern United States through archaeology, ethnography, and ethnohistory. The class is designed as a survey course and includes major discussions of Native American prehistory (archaeology), the Contact period, ethnography and ethnohistory of the Colonial period, the Removal Era, and southeastern Native Americans in the 20th century. Course includes understanding today's native southeast, the region, and its natural resources; who are the 21st century Native Americans, their issues and realities; native identity, geographic sovereignty and economic challenges.

ANT 1450 - Archaeology of World Cultures

This course is a survey of world prehistory from the time of our earliest known human ancestors five million years ago to the rise of state-level societies, as exemplified by the civilizations of ancient Mesopotamia and Mesoamerica. Students explore cultural processes including the migration of our species throughout the world as hunter-gatherers, the beginning of settled life, and the evolution of cultural complexity with tribal and chiefly societies. This course includes theoretical introduction to cultural processes that direct our relationship today with plants as food systems and society.

ANT 2000 - Introduction to Cultural Anthropology

This course takes a cultural approach to anthropology in order to provide an appreciation for the diversity of the human experience. This survey course addresses topics such as the nature of culture, language and communication, ecology and subsistence, economic systems, kinship and family, gender, race, and other forms of identity, religion and magic, colonialism and globalization, culture and politics, and applied anthropology. The course will also closely examine a small number of case studies from distant lands and from the United States. This course includes a week-long section on

human ecology and the relationship between humans and their environment during which we define sustainability and discuss its social, economic, and ecological meanings.

ANT 2410 - Native Peoples of Mexico and Guatemala

This course takes a historical and thematic approach to political, economic, religious, and cultural developments in indigenous Mexico and Guatemala. The course begins with a survey of pre-Hispanic Mexico and Guatemala continuing up to the present, focusing on how indigenous cultures, forms of government, and religious practices developed as a complex process in situations of unequal power. This course focuses on the indigenous peoples of Mexico and Guatemala and the changing ways in which different indigenous groups have forged relationships with the environment and with powerful groups and institutions. Students read classic and contemporary anthropological texts and complete a short service project that involves engagement with our region's Hispanic community. The course will show how politics, economics, gender, and religion play out in rural Mexican and Guatemalan communities through case studies as well as broader summaries, and we will critically examine how indigenous identity is contested through the writings of indigenistas and contemporary indigenous leaders as well as through rituals and everyday practices.

Ant 3773 – Thailand/Indonesia: Taboo Topics

This exploratory course at the intersection of two taboo topics: religious practice and gender dynamics. We explore religion, society, and culture in Thailand and Indonesia. Our time in Thailand will center around Chiang Mai and focus on the role of gender in Buddhist religious practices, environmental concerns, and monastic movements. In Indonesia, we will explore the unique religious and social environment of Yogyakarta, a city known for education, religious pluralism, and varied approaches to understanding gender. In addition to touring various sites in both countries, students will have the opportunity to build deep connections with locals through homestays, a stay at a Buddhist monastery, and service-learning opportunities.

ANT 3914 – Race, Power and Place

Social space is a fundamental part of the human experience. How are race and power inscribed in the built environment and in the natural landscape? How do certain spaces and places marginalize and oppress certain identities while others affirm and uphold them? Because places are always given cultural meaning by their inhabitants as well as those from outside, they carry important signifiers about social relations, histories and identities—places can be invented, imagined and contested. This course will examine the intersection of racial/ethnic identity and cultural understandings of power and place. We will draw on the rich anthropological scholarship on place as a way to focus more deeply on issues of race and identity, privilege and oppression, inequality and resistance. This course examines the relationships between geographies and racial identities and focuses on how power and social inequalities are inscribed in human landscapes. We discuss National Parks in the U.S. and how the protection of lands has often meant removing certain racial groups from that land. In addition, we discuss how the whiteness of the environmental movement in the U.S. and how this movement has influenced peoples of color.

ART 1110 - 2D Design

This studio course is an introduction to the visual elements and principles of design that are present in all 2-D and 3-D art. Emphasis in this course is on problem solving, critical understanding of the basic visual elements, and communication in a visual language. The format of the course is 2-dimensional

with examples of applying the visual elements and principles to 3-dimensional forms. Emphasis on understanding rationale for and using sustainable materials; introduction to artists who use sustainable materials.

ART 1160 - Drawing I

In this introductory studio course, emphasis is on developing the ability to think visually, to learn to see accurately enough to record what is seen, and to use drawing as a means of exploration and communication. Students gain experience with various drawing media including graphite, charcoal, conte crayon, pen and ink, and various kinds of paper. Emphasis is on observation of nature as well as understanding the elements that make up the visual language. Emphasis on understanding rationale for and using sustainable materials and introducing artists who use sustainable processes and materials.

ART 1610 - Watercolor

This studio course is an introduction to the basic techniques of painting with the medium of watercolor. Exercises reveal the nature of watercolor and some of the more predictable "accidents" that occur. Students complete a series of paintings that explore a thematic idea. Emphasis on understanding rationale for and using sustainable materials and introducing artists who use sustainable processes and materials.

ART 2350 - Thinking Through Craft

This course explores how the current idea of craft has emerged and changed from 1850 to the present; tracing craft's origins in the 19th Century with the so-called industrial revolution and Arts and Crafts movement through to its bearing on contemporary deindustrialization, urban homesteading, Do-It-Yourself (DIY), and craftivism. By focusing on concepts like skill, material, taste, process, and display, this course asks: how does one "read" and interpret objects, what does it mean to make things, and what can craft objects tell us about the values of a society?

ART 2450 - Life Drawing I

This studio course deals with the structure, anatomy, design, and expression of the human form. Students gain competency in drawing the figure as they explore various drawing media and develop an understanding of underlying skeletal and muscle anatomy. Students make use of the visual elements, as well as consider basics of composition and the expressive qualities of good drawing. Emphasis on understanding rationale for and using sustainable materials and introducing artists that use sustainable processes and materials.

ART 2600 - Service Learning Mural Painting

This course introduces conceptual, formal, and practical approaches to mural painting in the service learning context. From fresco to graffiti, students study early to contemporary techniques used to produce large-scale interior and exterior paintings. In class and on site, students learn to use various painting techniques and applications. As a service learning class, students develop an understanding of some of the social roles art has taken and the community impact of public art. Professional interaction and effective communication with community partners, making attainable goals, meeting deadlines and painting as a group endeavor are some of the hands on experiences students gain from this course. Students will gain a great awareness of the needs and issues of surrounding communities.

BIO 1020 - Field Natural History

This course covers methods and concepts facilitating the study and appreciation of natural history. Most weekly lab sessions are in the field to investigate various ecosystems and their inhabitants. Course topics include forest succession, edible wild plants, field ecology methods, ponds and streams, and the use of identification keys, topographic maps, human interactions and collecting equipment. Each student conducts a detailed natural history project on a topic of interest.

BIO 1160 - General Biology

This course introduces students to the fundamental properties of living things on our planet. Topics include the concepts of genetics, biochemistry, cell biology, plant and animal physiology, and evolution. A survey of the diversity of life is included. The process of scientific investigation is stressed throughout the course and practiced in weekly laboratory exercises. Students will explore common elements of life on earth, while illustrating the myriad ways in which they may be realized in the enormous diversity of plants, animals, fungi, protists and bacteria. When discussing photosynthesis, we discuss impacts of greenhouse gas emissions and global warming.

BIO 2020 - Ecology

Ecology is the study of interactions of organisms with one another and with the physical world. This course covers the ways in which individual species, populations, communities, ecosystems and landscapes are characterized and analyzed, both quantitatively and qualitatively. Some of the various factors that affect the number and distribution of organisms are explored through a combination of lecture and regular laboratory exercise. Though biologically-focused, this course addresses many anthropogenic influences on and interactions with natural systems. Sustainability topics such as imbalance in nutrient cycles, climate change, and biodiversity are all addressed and the balance of societal needs with ecosystem dynamics is frequently discussed. Climate change is a major topic of the course, including lecture, reading, short written reflection and discussion. Topics in conservation biology also appear in the class when related to ecological principles such as trophic cascades and keystone species.

BIO 2170 - Introduction to Animal Science

This course focuses on the biology, husbandry, and human uses of domestic animals and is of special interest to pre-veterinary students and to those interested in small-scale animal agriculture. Topics include domestication, reproduction, basic genetics, artificial selection and breeding, animal health and disease, husbandry (management) of major domesticated animal species, and animal welfare. Students will be able to analyze economic issues involved with production and marketing of livestock and become exposed to practical issues regarding animal handling and small scale farming.

BIO 2350 - Vertebrate Zoology

This course provides a taxonomic and evolutionary survey of all the vertebrate groups (fish, amphibians, reptiles, birds, and mammals) on a local and worldwide basis. Special consideration is given to salamanders and the conservation status of each vertebrate group an understanding of the conservation statuses of representative vertebrates, including impacts of global climate change.

BIO 3220 - Genetics

This course provides a basic understanding of the nature of genes, the ways they are regulated, and their patterns of inheritance. It focuses primarily on the molecular understanding of genetics, but also introduces the ways in which genes determine an organism's form and function, as well as their role in evolution and speciation. Current molecular methods for analyzing genes are studied through their application to problems in clinical science and conservation biology. Students will be able to describe some of the current issues of conservation biology in terms of genetics.

BIO 3420 - Plant Physiology

This course is for students interested in the interaction between plants and the environment. Topics covered include structure and cell physiology, photosynthesis, respiration and metabolism, secondary metabolites, hormones and development, stress physiology, and plant biotechnology. This is a PEG 2 designated service learning course that explores relationships between plant physiology and the human population. Understanding the biological and social determinants of human water use will be a recurring theme throughout the semester. You will be introduced to issues of sustainability, ecological restoration, conservation, and community service learning through readings, discussions, and lab activities. Students will develop a deeper understanding of how plants provide ecosystem services and enhance water quality in riparian systems. They will connect classroom learning and community learning to consider both botanical and social determinants of water quality.

BIO 3710 - Ecology/Conservation Cave Invertebrae

Recent developments in threats and conservation practices for cave invertebrates. The course will focus on ecology and cave dwelling species needs. And then we will begin the journey inward to examine specific invertebrates in their cave environments. Included will be an examination of cave microbes, an essential non-invertebrate component of all cave systems. Issues of sustainability and conservation of caves and their invertebrates will be discussed.

BIO 3730 - Global Change

This course directly investigates the interdependence of human and ecological systems, focusing on the ways in which biological systems respond to anthropogenic changes to earth's systems, including climate change, land use change, and eutrophication.

BIO 4500 - Microbiology

This course covers the diversity of the microbial world and explores some of the ways it is studied. Organisms covered include viruses, bacteria, archaea, protists, algae, and fungi. A recurring theme is how an understanding of the microbial world challenges our metazoan biases about systematics, cell biology, biochemistry, evolution, and genetics. Infectious diseases are studied as problems in evolution and ecology. Students will learn of the infectious disease challenges in the world and the issues that contribute to them including climate change.

BA 2111 – Principles of Management

This course examines principles, practices and procedures for planning, organizing, leading and controlling people within organizations. Topics include organizational design, decision-making, managerial communication, and strategic management. More generally this course is an introduction into the field of Management that will help students think like a manager. Students will learn about the environment managers operate in, develop an understanding of the triple bottom line, gain an

understanding of the different management functions and some of the tools managers use. Students will understand contemporary principles of management and understand the environmental and social contexts in which organizations function. This course addresses contemporary management challenges stemming from changing organizational structures, environmental conditions, technological advancements, and workforce characteristics. We will focus on critical management issues involved in planning, organizing, controlling, and leading an organization that has a focus on the triple bottom line (planet, people, and profit).

CHM 4080 - Biochemistry II

This course continues the goals of Biochemistry I: understanding the anabolic and catabolic reactions of lipids and proteins. The course also explores the mechanisms of signaling across cell membranes and regulation of processes across the whole organism. Students will investigate nucleic acid chemistry and the chemistry of the processes involved in translating the genetic code into proteins. Students will also use biochemical knowledge to evaluate advances in biology, medicine, and environmental science. One unit in Biochemistry II introduces the public health threat of the diminishing supply of effective antibiotics. Though we focus on the biochemistry of antibiotic drugs and the mechanisms of antibiotic resistance by pathogenic bacteria, we also explore environmental and economic factors that have contributed to this crisis.

ECO 2030 - Survey in Economics

This course covers the foundations of the economic system covering both microeconomics and macroeconomics. Specifically, we explore what drives individual choices as well as studying the performance and management of the overall economy. The basic models of demand and supply in the market and international trade will comprise most of the micro section and economic growth, inflation and unemployment will make up the macro section. Policy and current issues are integrated throughout the course. This course is an introduction to the issues, methods, and questions which constitute the field we now know as economics. Why do some markets work better than others? Is environmental degradation an economic necessity? What determines the level of wages? Should governments intervene to correct for inequalities? Throughout the course, we will learn how economists have tackled these questions. In the process, we shall learn the methods and tools that economists use, their advantages, limitations, and critiques.

ECO 3010 - Microeconomic Theory

Microeconomics is the study of how individuals, firms, and state actors make decisions, and how these may generate outcomes for society as a whole. This course introduces students to the theory of microeconomics with the use of elementary but rigorous mathematical techniques. In addition to learning about the behaviors of individuals and firms, we will learn about the range of current issues related to why we levy higher taxes on cigarettes, why certain towns have only one internet service provider, why we may need government, and why we may be stuck with voting for the lesser of two evils.

ECO 3060 – Political Economy and Collective Choice

This course introduces students to key issues of political economy such as the provision of public goods, property rights, and the role of the state in economic interactions. We will learn how economists have tackled these issues in the past and the advantages and limitations of their approach. We will begin the semester with an introduction to game theory to build up a common

language. We shall then apply these to modeling power, social norms, and the state. We shall examine power, property rights and states laws, conflict and violence, and shall examine ecology and fairness, reading, "Fairness, stewardship and sustainable development." Finally, we shall learn about the theory of voting and the consequences of various mechanisms of collective choice. Students will submit a final project that analyzes

ECO 3800 - Environmental and Ecological Economics

In this course, students explore the relationship between human social and economic systems and the environment. We analyze how markets fail, causing many environmental problems, how markets can be harnessed, and how various government strategies can lead to better management of environmental resources and ecosystem services. Topics such as resource valuation, cost-benefit analysis, and multi-criteria analysis are discussed as well as alternative government policy approaches.

EDU 3150 - Culturally Competent Educators

This course is designed to prepare students to work with children and youth from a range of backgrounds and to help students develop an equitable teaching practice. We will examine the school as a social institution concerned with the transmission of ideological, moral, and cultural values; social reproduction and change; and competing philosophical visions of the purpose of education. Within that context we will focus our attention on the relationship between power, privilege, and knowledge both in the production of knowledge and regulation of peoples. We will consider the complicated nature of racism and white supremacy, the role it plays in schooling, and the roles schools play in its perpetuation. We will also touch on other intersecting categories of oppression related to similar systems of power in educational institutions. Through readings, discussions, classroom activities, and participation in the community-based dialogue program Building Bridges, students will examine their own relationship to racism and develop strategies to teach equitably in a range of contexts.

ENS 1150 - Perspectives on Environmental Studies

In this introductory course, students examine the interrelated scientific, economic, social, ethical, and political dimensions of environmental issues. Students visit field sites demonstrating the variety and complexity of the problems and solutions in environmental and sustainability studies and hear from a range of faculty and staff associated with the Environmental Studies program.

ENS 1260 - Introduction to Environmental Education

This course explores the foundations and future of environmental education using service-learning and community engagement with a diversity of audiences, from children to senior citizens. Students gain hands-on experience teaching and learning with local community groups on issues such as nature awareness, food systems, and health and wellness. The course focuses on three aspects of environmental education: education, communication, and community organizing.

ENS 2040 - Introduction to Environmental Engineering: Water and Waste Management

This course provides an overview of both traditional and emerging engineering approaches to address environmental issues. Topics covered include solid and hazardous waste management; soil and groundwater remediation techniques including phytoremediation and mycoremediation; drinking water systems; sanitary and industrial wastewater treatment systems; and stormwater

management. The regulatory framework that governs environmental engineering approaches is integrated within specific topics. Upon successful completion of this course, a student should be able to understand the physical, chemical and biological processes involved in environmental engineering projects. Students will become familiar with current engineering approaches to the management of water, waste and air pollution and be able to critically review technical reports and publications. Additionally, using lab and field exercises, students will be able to develop data collection plans and conduct measurement of relevant environmental parameters.

ENS 2210 - Energy and the Environment

This course provides a broad understanding of the global energy system, addressing the fundamentals of energy, types of energy and its uses, energy production, conversion, and consumption. Students also consider challenges related to energy, focusing on environmental impacts and examining some key technical and socioeconomic tradeoffs that must be considered when these challenges are taken seriously. Students investigate conventional and alternative energy sources and their role in current and future energy mixes, as well as domestic and international energy-related policy. This course has an energy-related service component, and students should be prepared to devote one or two weekdays to it.

ENS 2300 - Geology

This course provides an overview of earth materials and processes such as planet formation, plate tectonics, landscape development, and rock formation. Exercises include map studies and rock and mineral classification. Although primary emphasis is placed on physical geology and the interpretation of geologic processes, an introduction to historical geology is also provided as well as a section on global change factors.

ENS 2330 - Forest Biology

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. Students will be able to confidently identify and understand the autoecology and resource value of 100 woody forest species common to the Southern Appalachians. Students will also be able to apply biological principles to critically assess current issues in forest management.

ENS 2490 - Introduction to Sustainable Agriculture

Agriculture is a central human endeavor connected to everything we care about on the planet: human and ecosystem health, food, water, nature, markets and trade, culture, art, power, energy, communities, climate change, and social justice. This course introduces students to principles and practices of sustainable agriculture through reading, writing, discussion, field exercises, and a final project. Students develop an intellectual foundation for the study of agriculture as well as some hands-on farming skills at the College Farm and Garden.

ENS 2500 - Environmental Governance : Woodland, Wetland and Wild

Who determines access to common timber, grasslands and waters? Do rivers and species have "rights" that must be acknowledged? When does the release of wastes and leftovers, a.k.a. "pollution," cross the line private to public decision? Is democracy compatible with good environmental governance? "Environmental governance" concerns the exercise of collective human authority over natural resources and systems. Students review basic theories of governance then interweave theory, case studies, and relevant law to complete an introduction to environmental governance.

ENS 3100 - Conservation and Wildlife Biology

Conservation biology is the applied science of maintaining the earth's biological diversity. The main focus of this course is biological, but it is cross-disciplinary and reaches into philosophy, economics, and sociology. Game, non-game, endangered species, and principles of wildlife management are included.

ENS 3190 - Community-Based Environmental Education

The purpose of this course is to develop and implement programming for community-based environmental education, communication, and organizing. Students collaborate with community partners to address their needs for environmental education programming, from designing field experiences using the campus forest to facilitating workshops on healthy foods. This course involves curriculum development, event management, and community organizing with multiple stakeholders, from youth to adults. In addition to engaging in service-learning, students complete a research and curriculum development paper.

ENS 3220 - Introduction to Environmental Law

Environmental law, which began to take shape in earnest in the 1960s, is a relatively young and very dynamic subset of law. After a review of how environmental policy is formulated within the pluralistic majoritarian setting of the United States, students in this course study the constitutional underpinnings of environmental law. Through close work with multiple major laws and case studies, students consider the interrelated importance of legislatures, courts, administrative agencies, and science in establishing and then enacting various versions and visions of environmental quality and protection. Students hear from guest speakers working in the field and take at least one field trip. Reading materials include statutory text, agency regulations, court opinions, and a variety of popular and scholarly articles.

ENS 3300 - Soil Science

This course introduces soil as a natural body of critical importance to sustainable natural resource use. Students explore factors influencing soil development and investigate the impact of soil physical, chemical, and biological properties on ecosystem health and human well-being. Students gain experience in the identification of common soil characteristics in the field, practice the use of soil survey information in natural resource management and perform standard soil laboratory analyses. Specific soil management topics such as managing soils for agriculture, forestry, or urban uses are used as examples of general concepts but are not a main focus of this course.

ENS 3340 - Silviculture

Silviculture is the art and science of growing trees and forests to produce the goods and

services desired by society, or if you prefer, the theory and practice of controlling forest establishment, composition, structure and growth. This course will introduce students to a broad spectrum of silviculture practices aimed at a variety of management outcomes including wildlife habitat manipulation, agroforestry, timber and non-timber forest products and biodiversity protection. Each system is compared and analyzed with regard to silvics of the most important species, economics, management objectives, and environmental protection. Course includes lectures/discussions on natural regeneration methods, balancing economic returns with ecological constraints and the management of goods and services desired by society

ENS 3410 - Agroecology

This course presents an introduction to the science of agroecology with a focus on the principles and practices of ecological crop and livestock production. Students apply basic ecological concepts to assess the structure and function of soil, plant, animal, and pest processes in agricultural systems and practice the use of adaptive management strategies and sustainable decision-making to enhance agroecosystem resilience.

ENS 3500 - Global Environmental Health

What we do to Earth, we do to ourselves. Human health depends on our ability to live within the rhythms of this planet. In many ways, we have pushed beyond these limits and see significant impacts on our health. These impacts divide clearly along "developed world" and "developing world" ones. This course introduces basic tools used in environmental health and then investigates several specific issues and societal responses. The topics in this course are presented through an environmental action lens in order to evaluate the efficacy of possible human responses. The course addresses sustainability among its topics of agricultural production, food systems, and environmental impacts in the face of a growing global population (including a discussion of climate change). We also examine impacts of industrialization by focusing on topics of electronics- both manufacturing (and disposal of industrial waste products) and end of life/e-waste issues (with a focus on export of e-wastes to developing countries).

ENS 3770 - Appalachia to Alaska

This unique interdisciplinary course begins with a week of study on the Warren Wilson College campus located outside of Asheville, NC in the Southern Appalachians. With a combination of classroom and field study, students will immerse themselves in the study of the local natural environment and will begin to discuss natural resources, geological features and native communities of Alaska in preparation for their fieldwork. Once in Alaska, students will explore the Mendenhall Glacier in Juneau, while staying at the Eagle Valley Lodge. From there, the group will journey along the picturesque Inside Passage via ferry to Haines, Alaska, where they will live and study at Rainbow Glacier Camp. Field components will include hiking in and around glaciers, river rafting, and interacting with local native communities during the annual salmon run which takes place every August. From these hands-on experiences students will gain personal understanding of the natural phenomena, will be better prepared to grasp the connections between melting glaciers and changing climate, and will be able to reflect on the impacts of climate change on the surrounding ecology and culture.

ENS 3771 - Borneo: Indigenous Land Use

This course introduces students to tropical ethnobiology and indigenous farming and land use in the rainforests of Borneo. Readings, field work, class discussions and student research projects will be used to explore issues of indigenous land rights and traditional natural resource management. During the travel component, students will travel to a highland village area in the state of Sarawak and experience the food, forests, farming and culture of the modern Kelabit tribe. Students will discuss environmental threats and social change with tribe members in the context of ecological and cultural survival. The class will complete a service project in collaboration with in-country hosts.

ENS 4400 - Sustainable Farm Management

This course introduces the principles and practices of sustainable farm management using a whole farm planning perspective and adaptive management strategies. Students develop an understanding of sustainable farm management at the individual farm scale by completing a five-year start-up plan for a new farm business using whole farm planning principles: goal setting, resource assessment, enterprise analysis, goal-directed crop and livestock production, and marketing and monitoring system performance with sustainability indicators.

FIRST YEAR SEMINARS: All freshman are required to take a 4-credit course that includes community engagement (service) and interdisciplinary content as part of its curriculum.

Psychology of Diversity (PSY)

The news is rife with examples of intergroup conflict: The U.S. and Russia, Israelis and Palestinians, Democrats and Republicans. But how do we come to view some people as being part of the "out-group," and is an "us versus them" attitude always bad or even avoidable? In this course, we will examine developmental and evolutionary bases of in-group preference; what social and community psychology have to say about diversity; and the benefits and pitfalls of methodologically addressing (or ignoring) types of diversity in research studies. We will also spend time discussing non-violent communication and other ways to respect a less obvious form of diversity: diversity of opinion. Through class discussions, reflection papers, and community engagement, students will consider what it means to be a social scientist and conscientious citizen in a diverse, complex and often polarized world.

Human Rights in Moving Pictures (SWK)

This course explores human rights through the disciplinary foundation of social work, focusing on the understanding of this concept as well as the identification and examination of underlying causes of injustice related to exploitation and oppression. Using various lenses of cinema, we will examine key social, political, economic, and environmental issues confronting human rights both domestically and internationally. This course incorporates civic engagement through service learning to facilitate the understanding and application of complex facets of human rights; interpersonal relational skills with colleagues and community partners; exploration of a local organization's strengths, needs, and aspirations; and social work core values. In addition to the academic content, the course provides an introduction to myriad aspects of the college experience and provides students the opportunity to enrich their knowledge through engaged citizenship in service learning.

Water: The Science and Politics of the World's Most Vital Resource (Honors Seminar) (ENS)

Water is the most common substance on earth, and the most important compound for all forms of life. It is what most distinguishes our planet from others. If one looks at the history of human settlement, there is one common factor about where we build communities--our proximity to water. Whether for transportation, drinking, irrigation, or power, water has been--and will always be--our most critical resource. In this course, we will look at water from an interdisciplinary perspective. In addition to scientific concepts such as hydrology, we will also try to understand the politics of water. Indeed, across the globe, the control of water leads to political power.

The Biology of Sex (BIO)

A key question has captivated natural historians and evolutionary biologists for centuries: Why does sex exist? In many ways, asexual (clonal) reproduction could be considered the ideal strategy: no mates are required and all parental genes are passed onto the next generation. By contrast, organisms that successfully reproduce by sex must first find and secure a mate. And after all this effort, only half of each parent's genes are inherited by their offspring! In this course, we will study a variety of organisms--including microbes, insects, plants, insects, and humans--to explore the tremendous diversity of morphologies and behaviors that are associated with sexual reproduction. Students consider the ecological and genetic conditions under which sexual reproduction and different mating strategies evolve, as well as the evolutionary outcomes of sex. We will partner with local organizations that seek to preserve environments that provide suitable habitats for a variety of living organisms and that educate the general public about science. Our community studies will often focus on adaptations to environmental stress.

Language and Identity in Community: Connecting through Culture (GBL)

What are the intersections of language, identity and culture, and how do these factors shape who we are? By developing and practicing our Spanish language proficiency, we will explore questions of identity and intercultural learning. Students learn concrete linguistic information and the skills necessary to communicate with Spanish speakers in a culturally appropriate way. When we are not in the field, several class meetings will be dedicated to critically thinking about the connections between issues such as immigrant identity, heritage and culture, migration and immigration issues, themes of home, places of departure and destination, belongingness, and bilingualism.

Exploring Appalachia (GBL)

This course explores the interdisciplinary field of Appalachian studies through essays, primary documents, films, book excerpts, and weekend activities. We will study the region's modern history and the development of some of its distinctive cultural traditions, while learning about environmental and socioeconomic issues that affect the southern mountains today. Through a partnership with the South Asheville Cemetery Association, students in this course will work with an organization that is preserving the oldest public African American cemetery in western North Carolina. Upon successful completion of this course, students will gain an understanding of the geography, history, and culture of Appalachia. In addition, students will develop informed opinions about environmental and socioeconomic challenges within the region, while considering their own civic identity within this context. Students will also learn about debates surrounding Appalachia's distinctiveness as a region, while discovering the origins of myths and stereotypes that continue to shape popular perceptions of

the region. Finally, all students will enhance their reading, writing, and research skills through various projects during the semester.

Food & Religion in Practice: Rituals, Dietary Laws, and Movements for Justice (REL)

Food is one of the most central human experiences, connecting people across the table and around the globe. Food also serves as a core component of culture and religious traditions, from sacred meals and dietary laws, to the inspiration to engage in issues of inequality and food insecurity. The guiding questions for our First Year Seminar are: how do people use food to make sense of themselves and the world around them? And how do choices about food relate to religion and other ways of making meaning? This FYS will explore the various components of this connection, including: myths, rules, and rituals from various traditions; ethical concerns about food, sustainability, and justice; the role that food plays in community building and passing down faith and culture; and the role the food can play in interfaith work, as an entry point and as a barrier.

Monuments and Counter-Monuments (PHIL)

Recent controversies over Confederate monuments in Southern U.S. have brought attention to deeply philosophical questions about the role of monuments in public spaces and their relation to a public (or publics) more generally. This course will take an in-depth, scholarly approach to these questions in order for us to better understand the attitudes and arguments about public monuments and to examine a variety of possible responses. Students will also gain practical awareness of these issues through service projects relating to a publicly-funded Visiting Artist Program that engages with the African-American community of Asheville.

American Roots Music (MUS)

The multicultural spectrum of American roots music comprises such captivating, place-based sounds as the Delta blues guitar, Cajun fiddle, gospel choir, Cherokee drum, bluegrass banjo, klezmer clarinet, Tejano bajo sexto, and zydeco accordion. In this course, we will explore these genres and how American communities make them meaningful and useful in their lives, especially as reflections of class, gender, race, and other markers of identity. Such scholars as Beverly Diamond, Benjamin Filene, and Thomas Turino will shape students' thinking about regionalism, tradition, authenticity, syncretism, and other important issues as they engage such topics in various writing assignments.

GBL 1170 - Introduction to Global Studies

This course provides a broad introduction to the interdisciplinary field of global studies. Students will work to understand economic, sociocultural, and environmental dimensions of globalization and the ways these dimensions are locally articulated. Students will examine the ways globalization is portrayed—in text, on film, as well as in social media—and will analyze the impact of globalization on culture, politics, and human-environment interactions. In addition, the concept of “commodity chains” will be employed as we analyze the complex landscapes and uneven geographies produced by global production and consumption. This course includes modules on the “development project,” the contradictions of capitalism, population growth, health and disease, tensions between economic development and environmental protection.

GBL 1250 - Introduction to Appalachian Studies

This course is an introduction to the field of Appalachian studies. We will study the region's modern history and the development of some of its distinctive cultural traditions, while learning about

environmental and socioeconomic issues that affect the region today. Students will become familiar with dominant themes in the interdisciplinary field of Appalachian studies by engaging with course materials and participating in class discussions. Upon successful completion of this course, students will gain an understanding of the geography, history, and culture of Appalachia. In addition, students will develop informed opinions about environmental and socioeconomic challenges within the region. Students will also learn about debates surrounding Appalachia's distinctiveness as a region, while discovering the origins of myths and stereotypes that continue to shape popular perceptions of the region.

GBL 1520 - Spanish I: Culture, Power & Place

This course introduces students to basic communication in Spanish. Emphasis is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that explore the intersection of culture, power and place. Students explore globalization's impact on customs and institutions, as well as how such developments relate to contested notions of identity, place, and nation.

GBL 1530 - Spanish II: The Local & the Global

This course continues the introduction to basic communication in Spanish. Emphasis is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the local Latinx community through various Service-Learning opportunities that consider the complex challenges of negotiating new places and spaces. Students Investigate contemporary Appalachia in comparative, interdisciplinary, and global frameworks while discussing the security of local Latinx and communities abroad.

GBL 2250 - Introduction to Geographic Information Systems

This course provides an introduction to geographic information systems (GIS) for students in the natural and social sciences. Students apply concepts and techniques of geographic information science as they view, manipulate, analyze and disseminate geographic data. Topics covered include vector and raster data models, database query, geoprocessing, geocoding, and cartographic techniques. Students conduct an in-depth individual research project that uses GIS techniques to address a particular question or problem in the environmental and social sciences. Environmental problems in the region are discussed and often chosen for GIS analysis project. This course includes modules on using GIS for environmental mapping and modeling, land use mapping, food security, population patterns.

GBL 2520 - Spanish III: Peace & Social Justice

This course is a continuation of GBL 1530 Spanish II. Emphasis in this course is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that consider the roles of peace, war, and justice in the era of globalization.

GBL 2530 - Spanish IV: Environment & Society

In this Service-Learning course, you will partner with Latino youth and/or adults in our Swannanoa Valley and in Buncombe County. This Service-Learning approach is grounded in the conviction that learning is maximized when it is active, engaged, and collaborative. This will provide you with opportunities to connect theory and practice, to learn in unfamiliar contexts, to interact with others perhaps unlike yourselves, and to practice using your learned and acquired knowledge and skills. This engagement in collaborative learning will foster social justice as we consider the roles of politics, the economy, the environment, and the effect that globalization has on various local communities. With vocabulary-building tasks, instruction of pragmatics, and service-learning experiences, you will broaden your knowledge and expand your linguistic and cultural expression at the intersection of society and the environment. Further, you will examine the intersection of politics, the economy, and the environment within the context of globalization.

GBL 3050 - Thinking Globally: Contemporary Globalization in Context

Just how does one "think globally?" Globalization is arguably the key organizing construct of our time yet understanding just what it is and what it means for people and places around the globe is a difficult undertaking. This course, designed for upper-level Global Studies majors, focuses on the concepts, theories, thinkers, and debates in contemporary globalization studies. Students will interpret global events (e.g., disease outbreaks, mass human migrations, and armed conflict) in the larger context of globalization theory and address a number of topics including Globalization as a Concept—"Globality," "Global Citizenship," & "Neoliberalism" Economic Inequality; "Global Environmental and Health Crises;" and, a "...Call for Re-Centering Indigenous Knowledge within Western NGO Interventions."

GBL 3250 - Advanced Geographic Information Systems

This course is designed for students interested in furthering their understanding of geographic information science. Topics include spatial analysis procedures on raster and vector data, database management, topology, model design, 3D modeling, open source GIS, web mapping, and project management. Students design and conduct significant research projects, often for outside agencies or organizations. Students will create a GIS model for an environmental suitability or vulnerability analysis, and they will demonstrate awareness of critical perspectives on GIS, including public participation GIS, feminist GIS, etc. This course includes modules on environmental issues mapping with lidar, satellite imagery, and other remotely sensed datasets.

GBL 3310 - The Cold War, Globalization, and Popular Culture

Students in this course study the Cold War to enhance their understanding of the history of globalization and the power dynamics within the contemporary world system. First, students learn about the international history of the Cold War. Second, they explore the role of popular culture in that struggle through case studies about subjects ranging from literature in Southeast Asia and art in Europe to jazz in Africa and film making across the globe. In addition, students will become familiar with the concept of "soft power" within the context of twenty-first century US foreign relations, while they will work to hone their own opinions about the complex process of globalization and the state of the contemporary world system, exploring how these relate to the Cold War and its outcomes.

HIS 2510 - Appalachian History

This course is a survey of Appalachia's social history from the early years of European settlement to the contemporary era. We will examine changing patterns of culture, land use, economy, politics, and social structure in the mountains with an eye toward understanding contemporary Appalachia in local and global contexts. We will examine differing historical interpretations of Appalachia, but special emphasis will be placed upon the interaction of mountain residents with broader forces of social change at work in America. Many of our readings will address the key topic of dispossession, and we will study the cultural, economic, political, and social implications of this topic. Appalachia is often stereotyped as isolated and atypical, but the same forces of political concentration, capitalist transformation, mass society, and the bureaucratic state that have created modern America have influenced Appalachian history. Therefore, the study of Appalachian history will shed light on the national experience and on the global process of modernization. The course will be focused on the theme of people's relationships to the land and explore the social and cultural implications of Appalachia's economic development.

HIS 334 - History of The African American Experience

This course examines the experiences of African Americans from 1619 to the present. Using primary documents, historical texts, film, images, music, and historical theory we will explore the major social, cultural, economic, political, and regional trends, practices, institutions, and developments that shaped, and were shaped by, the everyday experiences and lives of African Americans. The course will cover such topics as slavery, resistance, freedom, institution building and organizational activism, work/labor, equity, cultural expression, religion, family, racial identity, and sexuality. Topics include challenging white supremacy, progress and backlash, and Black Lives Matter.

HIS 2960 - Agriculture, Community and Environment

Agriculture is the primary sector of most society. But in America, this primary sector only account for one percent of the GDP and only two percent of the people engaged in agriculture. Most people do not have any agricultural skills, and most young people do not know where their food comes from and how their foods are produced. They do not understand the importance of agriculture and its implications for our community and our environment. This course will discuss the evolution of agriculture in the U.S. and in the world, and how our country and our world is faced with agricultural crisis, and this agricultural crisis also relates with many of our social crises, like homelessness, drug abuse, alcoholic abuse and so on, and more importantly, related with our environmental crises. We have to solve many of our problems through solving our agricultural crises first.

HIS 3500 - Chinese Cultural Revolution

The Great Proletarian Cultural Revolution between 1966-1976 is one of the greatest events in world history, not only involved 700 million Chinese people but with spillover effect all over the world. Scholars in the field of Chinese history, political science are still debating about the origin and societal implications of the revolution for humanity. In a way, the revolution will prove to be distinguishing events that set China apart from the rest of the world. The impact of the cultural revolution on the Chinese politics and the Chinese people will continue to be felt by the world. This course will examine the complex literature of the cultural revolution, using paradigms to sort the different pieces of the literature, in order to grasp the complexity of the different perspectives in the studies of the Cultural Revolution. Why Mao Zedong wanted to launch the Cultural Revolution in the first place? What was

his perceived rationale and agenda for the Cultural Revolution? What happened during the Cultural Revolution? Who suffered and who gained during the Cultural Revolution? How did the Cultural Revolution impact the Chinese Society and what are the consequences today? How did it effect development practices and globalization? Through this course, students will acquire a more profound understanding of history and political science in general and Chinese Cultural Revolution in particular and its world impact.

HIS 3970 - Women and the Civil Rights Movement

This course examines the Civil Rights Era (1945-1975) in the United States. It is designed to give a broad overview of the Civil Rights Movement and to encourage active documentation and participation in current struggles for social justice. This course presents African American history and Women's history, generally, and the Civil Rights Movement, specifically, both as integral parts of American history, and as unique subjects of historical investigation. Using primary documents, historical texts, film, images, music, and creative works, we will chronologically and thematically explore the historical origins, patterns, and trends of the Civil Rights Movement and analyze the major historical interpretive debates about the Civil Rights Movement and situate it within the broader context of national and international developments. The course covers such themes as meanings of freedom, citizenship, education, public space, resistance, institution building and organizational activism, work/labor, cultural expression, and religion. We examine the multiple methodologies and ideologies of women and African Americans as leaders, organizers, community builders, and citizens, and analyze the evolution of black political thought as black people embraced and abandoned the liberal politics of reform and adopted a more radical and militant approach in their quest for equal representation and opportunity. We will pay particular attention to the various intersections of race, class, gender, sexuality, and region and how those intersections complicate the singular/monolithic narrative of the Civil Rights Movement and African American experience.

MAT 1411 - Applied Statistics

This is an introductory course in descriptive and inferential statistics. Students will learn how to use statistics in real-world situations to gain insight to often complex data sets and how to present and discuss their results. Students will use the R open-source software programming language to learn data visualization and analysis, which is an industry-standard tool for today's market. Examples will cross disciplines and focus on normal distributions, Chi Square procedures, and Analysis of Variance (ANOVA). Projects have included many sustainability topics, such as using statistics to establish changes in ozone over time.

MAT 3039 – Advanced Topics in Data Science

This course is a continuation of the Introduction to Data Science course. We will continue to master a current programming language to help with the study of data. Students will learn advanced methods in data cleansing and visualization, use data analysis to generate hypotheses and intuition about the data, and employ statistical and computational methods to make predictions based on the data. Many of the data sets are directly related to the environment and human health, for instance we've studied a large dataset (posted on Kaggle) that tracks climate change with average temperatures by major city world-wide over a large number of years. We've used this to model expected temperature increases in the future.

MUS 3520: Music and American Identity

The southern Appalachian square dance has often been portrayed as an “American” folk dance and a symbol of our nation’s heritage. These dances, along with the accompanying music and step dances, were viewed as survivals of an ancient Anglo-Celtic cultural heritage that was brought to the region by the early pioneers. This Anglo-centric misrepresentation of the Appalachian culture, however, overlooks the presence of African-Americans, native Americans, and other European-Americans, who lived in the region and likewise contributed to these American dance traditions. The dances of Appalachia are not the provenance or “racial inheritance” of one particular ethnic group; instead, they are the result of cultural exchange and the creolization of traditions, and that is what makes them “American.” In this course, students will explore the multi-racial/ethnic/cultural history of the region’s traditional dances using primary as well as secondary sources, and through the lenses of race, class, and gender, students will identify the social, political, and economic factors that have shaped, and influenced the formation and perception of these traditions as well as Appalachian (and American) identity from the late nineteenth century to the present day.

ODL 2250 - Universal Adventure Programming

“Universal Adventure Programming” has traditionally been defined as “accessible” adventure programming on a programmatic, environmental, leadership, legal, and equipment modification level for people with and without disabilities. This course seeks to expand that definition to assist students in gaining the knowledge, understanding, and abilities to provide quality adventure programming in relation to staff and clientele’s race, class, gender, and ability – thereby seeking to create socially just outdoor education opportunities for all. By truly understanding ourselves, our clients, and the environment within which we work, we can provide quality inclusive programming for all. Students will gain knowledge and experience in “universal adventure programming” through field experiences, guest speakers, experiential class sessions, readings, reflective writing, and active leadership opportunities. This course delves into how adventure programming can be more inclusive and accessible – through the lens of race, class, gender and ability. We specifically talk about sustainability, social justice, and environmental justice as well.

ODL 2410 - Natural Environments and Health

This course approaches the issues of human health and quality of life from the perspective of interaction with the natural environment, as opposed to the more common foci of toxicity and environmental degradation. In other words, the content of this course strives to answer the question: in what ways do natural environments impact human health and an individual’s reported sense of quality of life and well-being? In order to accomplish this task, this course will encompass a variety of readings, class discussion, guest speakers, and experiential learning components. Students will become familiar with a variety of demonstrated theories regarding this relationship and will work towards articulation of their own views and application of course material to current issues.

ENS/ODL 4200 - Program Planning and Design

This course gives an in-depth view of the role that program planning and development plays in adventure education and environmental education programs, community organizing initiatives, and other educational organizations. Students will design programs with specific emphasis placed on setting goals, program organization, curriculum, budgets, marketing, and evaluation. Students will identify the role that effective educational programming plays in adventure education, environmental

education, and community organizing through a variety of settings, including parks, schools, non-profit organizations, government agencies, camps, nature centers, etc. They will research the need for their program and document secondary and primary sources in a needs assessment and will plan and develop an instructional program in adventure education, environmental education, and community organizing.

PAX 1100 - Introduction to Peace and Justice Studies

This course examines the nature of power and deconstructs the theoretical frameworks of three movements that confront power. It asks: How are political identities constructed and sustained during changes in state rule? How is resistance to power organized? How is the philosophy of nonviolence expressed and strategized? How is violent resistance explained? How do institutional mechanisms to promote peace and justice function? How do these approaches differ when the international community promotes political justice and when reconciliation is initiated from within a war-torn nation? Using the case studies of the Black Freedom Movement and the Feminist Movement in the U.S., and post-apartheid reconciliation practices in South Africa, we will seek to understand the philosophical underpinnings and historical frameworks of social justice movements, how societies seek justice and peace, and the challenges of reconciliation after decades—sometimes centuries—of social conflict. Students will learn to think critically about race, gender, class, and national identity in social movements.

PAX 3930: Black Radicalism

This course examines several primary themes in the Black Radical Tradition: Nationalism, Internationalism, Anti-Capitalism (including Socialism and Communism), Reparations, Internationalism, Anti-Capitalism (including Socialism and Communism), Reparations, and Black Feminism (including recent movements uplifting gender and sexual identity). We will explore these themes through a careful read of primary texts as well as history texts, with a particular emphasis on how Black thinkers critique the exploitation of Black bodies under white supremacist institutions of slavery, colonialism, policing, and the prison. We will further examine how Black radical thinkers propose new ideas of Black agency, nationhood, international political solidarity, female-bodied identity, and psychological healing. Discussion topics include the land question re Black liberation.

PHI 2520 - Environmental Ethics

The central focus of this course is to develop an understanding of the proper relationship between humans and the non-human entities of the natural world. In so doing, the course explores the major Western approaches to environmental ethics and the central issues of the ethical status of plants and animals, the holism/individualism debate and the meaning of sustainability. A significant portion of this course is devoted to the Land Ethic, Deep Ecology, Ecofeminism and some Eastern approaches as well.

PHI 2580 - Feminist Philosophy

This course investigates several historical and contemporary feminist philosophical perspectives with the aim of enabling students not only to work critically through some important feminist critiques, but also to appreciate the diversity of feminist thought. The majority of the readings in this course focus on contemporary feminist perspectives. Students will not only come to have a solid grasp of the philosophical theory behind these feminist texts, they will understand their practical import as well.

Thus, many of the conceptual and practical problems on which the texts focus are things like advertising, pornography, gender roles and the family, and ecological issues.

PSC 1510 Introduction to American Government

This course is designed as an introduction to how American politics works – its history, structure, function, purpose, and importance. It introduces students to theories about and the practice of American politics at the national level. It will improve students' ability to analyze contemporary issues and institutions as we will draw frequently on current events to illustrate general principles we're learning in class. In this class, students will examine the following questions by surveying the major aspects of American government. Why is our government set up the way it is? How do its various parts work together to produce what we see as citizens? How do the parts of government established by our Constitution work, and how have they evolved? How do elections operate as a mechanism for representation, and why is this important in American politics? Analysis of intermediary institutions including political parties, interest groups, and the media. This course will also look at the role citizens play. How do we form our political identity? Why do some people participate, and others don't? Why do we vote the way we do? We discuss interest groups and the bureaucracy, both of which have sections that deal with sustainability and environmental protection.

PSC 2450 - Environmental Politics in Global Perspectives

This course is a study of environmental politics with a global perspective. We will examine the different environmental perspectives and arguments between the global south and the global north. The different argument about the impact of population growth, economic growth and globalization on the environment in the third world, the lack of empowerment of ordinary people concerning the environment and its consequences. We will also discuss the connection between economic growth and environmental degradation. What does sustainable development mean and what are implications for the first and the third world countries respectively. Through this course students will acquire a deep understanding of the complexity of environmental issues and their relationship with globalization and economic development/growth throughout the world. More importantly, it will provide students with food for thought for better ways of dealing with our global environmental issues.

PSC 2590 – Comparative Governments of Global South

This course is designed to provide an overview of the major types of political systems in the global south. We will focus on a few major third world countries, but a much broader range of topics will be discussed. We will discuss how different political systems have been evolved in the third world countries and how they operate and why. The different patterns of interaction between different political systems and major concepts, principles and methods of comparative politics will be examined and discussed. The goal of the course is to acquaint you with these major concepts, to help you understand different political systems in the global south and how they operate. Students will gain an understanding of the history and dynamics of politics in third world country development in the context of globalization through the assigned readings, films, class discussion and debate as well as the research projects. Students will understand and appreciate the challenges third world countries face in their effort to develop politically, economically and socially. Students will gain an understanding of the history and dynamics of politics in third world country development in the context of globalization (including its environmental impacts) through the assigned readings, films, class discussion and debate as well as the research projects; understand and appreciate the

challenges third world countries face in their effort to develop politically, economically and socially; gain the ability to critically examine the concepts and issues related to politics in the third world countries; understand and appreciate the different development trajectories different third world countries adopted, the rationales behind and results have been achieved.

PSY 2010 - Infant and Child Development

In this course, students explore the remarkable development of humans from conception to age 12. This course covers information and issues in prenatal care and the development of physical, socio-emotional, linguistic, and cognitive processes in the context of home and school. Students analyze, interpret and apply theory to issues in the discipline. While focusing broadly on theories and concepts related to child development, we incorporate discussions on the impact of poverty and related health and resource disparities that impact healthy development. We also use a bioecological model to encourage thinking about solutions that lie outside the individual child or family unit (e.g. policy changes).

PSY 2040 - Adolescent Development

In this course, students explore the roles of home and school in the physical, cognitive, socio-emotional development of people between ages 13-18. The course emphasizes the use of psychological theories to understand the complexities of developmental processes. While focusing broadly on theories and concepts related to child development, we incorporate discussions on the impact of poverty and related health and resource disparities that impact healthy development. We also use a bioecological model to encourage thinking about solutions that lie outside the individual child or family unit (e.g. policy changes).

REL 2130 - Religion and Environmental Justice

This course explores the ethical responsibilities that are incumbent upon human beings if we are to live in a mutually enhancing and sustainable relationship to the environment. During the Fall 2018 semester we will explore the religious tenets of environmental justice movements internationally and in the U.S. In particular, we will focus on Theravada Buddhism in Thailand, indigenous East African beliefs, Eco-Judaism, and Christian liberation theologies that are applied to environmental movements. In so doing, we will investigate five case studies—deforestation in Thailand and Kenya, farming and farmworker movements in the U.S., and toxic waste dumping in North Carolina and in North Dakota. Students will also have the opportunity to directly engage with these issues through a service-learning component in conjunction with the Lord's Acre in Fairview and with local environmental groups. Finally, we will gain understanding of the cultural symbols and negotiated relationships that are critical for successfully countering environmental degradation in complicated political contexts.

SCI 2900 – Science Communication and Outreach

In this class we will learn and practice traditional aspects of science communication, including scientific writing and presentation, but will also expand into modern outreach approaches through the practice of video, photography, podcasting, and other forms of artistic expression. Students will use each of these types of communication in depth, creating usable products and gaining experience with outreach tools such as social media, story mapping, and other web-based resources to disseminate their products. Students assist in posting stories of sustainable land innovation research at Warren Wilson to the Conservation Exchange newsletter.

SWK 2010 - Introduction to Social Work

This course explores social work as a possible career path and as a professional means by which to affect individual and system change. Students learn about the values and ethics of the social work profession as well as the social, economic, political, historical, and cultural injustices that social work advocates to change. Through 10 hours of service learning in a local social service agency and reflection on their experience, students examine their interest in the social work profession. We address social justice as one of the core values of social work. We introduce students to the person-in-environment perspective, which is the hallmark of social work, through which we assess the reciprocal relationships humans have with their social and physical environments. Among learning outcomes, we expect students to be able to do the following: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels; engage in practices that advance social, economic, and environmental justice.

SWK 2100 – Resist. Reform. Revolt: History of Social Welfare

This course explores the history and development of the social work profession and social welfare systems in the US within a contemporary global context. Emphasis is placed on the historical roots of societal values and beliefs that have influenced the development of social welfare policies and programs. This course also includes an examination of contemporary social welfare policies and programs and an introduction to policy analysis. Through 15 hours of service learning, students are exposed to current, local policy issues, and students reflect on the role of policy practice in generalist social work. This course focuses on the historical contexts and practices of social work. It is a PEG2 high impact community engagement course in which we partner with Asheville Poverty Initiative. Students learn first-hand about poverty from the lived experiences of those living in poverty. Building on the person-in-environment perspective, we examine the environmental landscape of structures and institutions engaging in social welfare.

SWK 3050 - From Cradle to Grave: Human Behavior and the Social Environment I The Life Course

This course explores human development across the life course with emphasis on the biological, psychological, social, cultural, and spiritual dimensions. Students study the concept of generalist social work from an ecological systems perspective that emphasizes the intersecting dynamics of humans with their environments. Consideration is given to the impact of human diversity, discrimination and oppression on the individual's ability to reach or maintain optimal health and well-being across the life course. Students complete 15 hours of service learning in which they explore life-course issues and reflect on a multigenerational perspective. This course emphasizes understanding the Person in Environment (PIE) perspective central to generalist social work practice at all levels (micro, mezzo, and macro). Using the ecological perspective as an organizing lens, emphasis will be placed on understanding the biological, psychological, social, and spiritual dimensions of development. The importance of systematic evaluation of practice is emphasized and diversity-sensitive practice is focused on and issues of oppression, empowerment, race, ethnicity, gender, class, sexual orientation, age and ability are considered in relation to identities and ethics within all levels of social work practice. Among the course immersions, students will engage in collaboration with local community leaders and stakeholders in order to gain experience in multigenerational practice, international/global perspective and environmental sustainability. As the state of the physical and natural environments has become more urgent, social work can no longer afford to ignore the effects of environmental degradation on people and communities, as well as the

relationship between social and environmental justice. Social workers today must be skilled and knowledgeable about our physical and natural surroundings as much as our social environments.

SWK 4200 - Systemic Change Strategies: Social Work Practice with Organizations and Communities

This course focuses on social work methods relevant for practice with macro systems through investigating theory and learning and practicing skills and techniques that help to effect change, solve problems, and enhance social functioning. This course includes content on macro practice contexts (i.e. communities and neighborhoods, and organizations) and the components of an effective change process (i.e. building power, planning, mobilizing human resources, securing financial resources, marketing and public relations, developing organizations, taking action, and evaluating change). Students participate in an engaged learning process by providing service to a community-based human services agency. Issues of race, class, gender, age, environment, sexual orientation, globalization, oppression, and privilege are explored within the context of generalist social work practice. Social justice issues at interpersonal, intergroup, institutional, and community levels and how to address them through organizational and community practice are discussed in each week's topics.

SOC 1000 - Introduction to Sociology

This course provides an overview of basic concepts and theoretical perspectives in Sociology. As an introduction to the discipline of sociology, this course presents a sampling of the perspectives, styles of analysis, and methods of inquiry in sociology. This course introduces students to the concept of 'sociological imagination' and provides opportunities for them to understand and apply their "sociological imagination" to variety of social phenomena both in local and global aspects. This skill will enable students to develop critical thinking and to understand the intersection of their individual experiences and societies in which they live as well as broader societal context. Students will be exposed to the main concepts in sociology such as culture, socialization, social stratification and inequality. They will critically analyze the impact and manifestations of these in their daily lives and interactions. Students will understand interrelationship between local, regional, national and global issues. The class will expose students to various local, regional, national and global issues (as in climate change) and encourage students to look at the interconnections among these various issues. These will create awareness of the commonality of social problems and diversity of cultures and societies. Topics such as culture, social stratification, socialization, global stratification and social inequalities directly address issues on local, national, regional, and global levels.

SOC 2510 - Societies in Southeast Asia

This course is designed as an interdisciplinary introduction to the societies and cultures of Southeast Asia. Students explore regional patterns, diversity, and uniquely local features of the societies. Through this course, students acquire a sense of the geography and history of the region while exploring some local social, cultural, political, religious, and economic issues. Through readings and assignments, students are exposed to and understand various problems in the region such as ethnic conflicts and regional tensions as well as the natural and cultural wealth of Southeast Asian societies. This course includes a section on global processes and ensuing environmental destruction, especially with regard to climate change crises.

SOC 3170 - Social Theory

This course presents a history of the great adventure of social theory through the close study of the original writings of many of the most influential sociologists and anthropologists, from the mid-19th century to the present. The seminar explores the ways in which different paradigms have addressed the big issues concerned with understanding the human experience: power, social and cultural change, gender and other forms of identity, the relationship between agency and structure, the relationship between culture, society, and the environment and forms of subsistence, and the nature of our emerging global society.

SOC 3240 - Social Inequality

This course examines major forms of social inequality, sociological theory and concepts pertaining to social inequality, and empirical research examining the extent and consequences of social inequality in the United States. The class employs the concept of social location to explore ways in which socioeconomic class, gender, race, and sexuality affect life chances, and considers sociological theory and data pertaining to ways in which systems of social inequality are maintained, reproduced, resisted, and changed. Included in the learning outcomes, students will be able to describe the ways in which historical and (especially) contemporary micro- and macro-level processes create and reinforce (and challenge) definitions and implications of race, class, gender, and sexual orientation, especially in these contexts:

- Family and socialization
- Work and economic participation
- Politics and Law
- The criminal justice system
- Mass media
- Environmental sustainability

SOC 3250 - Gender, Development and the Environment

Discourse, practices and policies on development have been very important since the end of World War II. Focus on gender issues has emerged as a key analytic concept in both development theories and practice. This course examines gender relations and the lives of women in developing countries or the Global South. We will explore, analyze, and discuss the theoretical issues of development, gender and development, and the practical implications of development on gender relations. Special attention will be given on the interconnection of gender issues, development, and environmental problems in developing countries or the Global South. We will also discuss the ethic and meanings of development. Other topics that will be covered are gender and climate change, global capitalism and global economic restructuring, interconnection of gender issues, state's roles, and women's movement and resistance in developing countries.

SOC 2901- Social Problems: Race and Racism

This course covers content related to social problems, specifically race and racism, and the consequences for American society. The purpose of this course is to examine core concepts and ideologies that shape the economics, politics, cultures, and experiences of American minority groups. This course provides a critical focus on the social problem of racism that we encounter in our world from a sociological perspective. We will discuss the dynamics of intra-racial and inter-racial conduct and relations. Major themes discussed will include individual and group

identity, ethnic consciousness, assimilation, acculturation, group mobility and change, the economics and politics of immigration, and the role of race and ethnicity in America. Information may be presented and incorporated using various modalities, including lecture, classroom discussion, in-class group assignment, written works, and use of film/media. Exercising such critical thinking skills and one's sociological imagination will enable students to develop an understanding of the complexities of race and racism in America. Discussion topics include racism at the macro-level—economic, political and structural conditions, examples of how systemic racism plays out in immigration, hate crimes, and then, discussion of paradigms for social change.

THR 1170 - Acting I

This course introduces the related disciplines of acting and directing for the stage and is appropriate for students with varying degrees of theatre experience, including none at all. Daily physical and vocal work, exercises in concentration, awareness, simple action, and representation comprise the bulk of classroom instruction. Emphasis is placed on collaborative relationships and principles for fostering creative conditions; students are expected to spend significant time rehearsing together outside of class. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. Included in course is introduction to activist theatre that addresses such issues as climate change and social justice issues by using public dialogue to promote positive change.

THR 3040 - Acting II

The purpose of this course is to give students with some background in actor training an opportunity to deepen and broaden the various techniques that enable an actor to perform with commitment, sensitivity, honesty, and courage, and to collaborate successfully with others. Therefore, the course involves individual attention as well as deep collaboration. The student will also expand his ability to analyze, perform, and critique contemporary plays, and should emerge from the class with a better knowledge of contemporary drama, both comic and dramatic. Students will gain skill in building characters, expand ability to recognize dramatic action, increase skill and confidence in putting that action visibly on the stage, and work collaboratively with other members of the ensemble. Students will examine activist theatre that addresses such issues as climate change and social justice issues by using public dialogue to promote positive change.

WRI 3810 - Research in Creative Writing

Students new to creative writing are often not aware of the substantial work many creative writers do to give their work a solid grounding in fact, or to usefully play with or respond to fact. Reading the work of published authors, students in this course detect the underpinning of research in creative work. Students then develop projects in poetry, fiction or nonfiction that draw upon their previous studies in both creative writing and other fields, seeking a fruitful intersection of these creative genres with another discipline. They pursue these projects by seeking information discovered through individual research (which may include archival and field work as well as interviews), current course work in other disciplines, and the assistance of librarians and other faculty. Because of the interdisciplinary nature of this course, students often choose to research contemporary sustainability challenges from many angles and bring these topics to the classroom for discussion.