

Course title	Spring 2017	Fall 2017	Instructor	Time/Day	Gen Ed(s)	Pathway
ACE 210: Environmental Economics	No	Yes	Peter Christensen	N/A	Social Science	Sustainability
ACE 251: The World Food Economy	Yes	Yes	Peter Goldsmith	Lecture: MW 9 – 9:50 Discussions: F 9 -9:50, 10 - 10:50, 11- 11:50, 1-1:50	Social Science, Non-Western Cultures	Sustainability
ACE 255: Economics of Rural Poverty and Development	No	Yes	Joyce Allen- Smith	N/A	Social Science	Inequality
CMN 220	Yes	Yes	Matt Pitchford/Grace Giorgio	MWF 10-10:50, 11-11:50 (2 sections).	ACP	Sustainability
CMN 260: Intro to Health Communication	Yes	Yes	Lisa Guntzviller	MWF 9-9:50, 10-10:50, 11- 11:50, 12-12:50 (4 sections)	Behavioral Science; Western Comparative Cultures	Health/Wellness
GEOG/ESE 210: Social and Environmental Issues	Yes	No	Trevor Birkenholtz	TR 2-3:20	Social Science	Sustainability
GEOG/GLBL 221: Geographies of Global Conflict	Yes	Yes	Brian Jefferson	Lecture: MW: 12-12:50 Discussions: Th 12-12:50, F 11-11:50, F 12-12:50	Social Science	Inequality

GEOG 204: Cities of the World	Yes	Yes	Ezekiel Kalipeni	TR 11:00-12:20	Social Science Western CC	Sustainability
IHLT 232: Health Disparities in the U.S.	Yes	No	Julie Bobitt	MW 10-11:50	US Minority Cultures	Health/Wellness
KIN 340: Soc & Psych of Phys Activity	Yes	Yes	Steven Petruzzello	Lecture: TR 1-1:50 Discussion: F 8-9:50, 10-11:50, 1-2:50; Th 2-3:50, 4-5:50 (5 sections)	ACP	Health/Wellness
MUSE 250/ANTH 250: The World Through Museums	Yes	No	Susan Frankenberg	MWF 10:00-10:50 AM	Social Science Non-Western Cultures	Inequality
PS 224: Politics of National Parks	No	Yes (also SU 2017)	Robert Pahre	N/A (online and field exp)	Social Science	Sustainability
RST 230: Diversity in Recreation, Sport, and Tourism	Yes	Yes	Monica Stodolska	TR 12:30-1:50 (SP17) TR 2:00-3:20 (F17)	US Minority Cultures	Health/Wellness
SHS 222: Language and Culture of Deaf Communities	Yes	Yes	Laura Davies-Brenier		Social Science US Minority Cultures	Health/Wellness

SPRING 2017 COURSE DESCRIPTIONS:

ACE 251: The World Food Economy

This course examines rapid changes in the global demand, supply, and distribution of food. The course uses basic economic concepts to understand systems of food demand and supply and how changes in those systems affect people, markets and the environment. The class focuses on population growth, income growth, technological change and natural resources as central factors affecting the global food economy. We will look at how countries use food policies to ensure food security and the role of international markets in balancing supply and demand.

CMN 220: Communicating Public Policy

This course examines policy making and policy-oriented communication through the lens of “sustainability.” In 1987, the World Commission on Environment and Development argued that “humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs” (“Our Common Future,” 1987). This idea rests on the commitment that living things are interconnected through social, economic, environmental, and developmental systems, there exist appropriate limits on human impacts to exist into the future, and that sustainable development is not only possible, but it has the ability to expand opportunities for life today. The idea of sustainability is at stake in some of our most important public policy debates, from climate change to clean energy, and from the politics of food to social justice. Sustainability is also connected to issues around race, class, and power. In this class, we will discover how sustainability manifests in a variety of public controversies and policies.

CMN 260: Intro to Health Communication

Health communication affects all of us in our daily lives, whether it is through interpersonal conversations about health issues, exposure to health images or information in the media, or through our involvement in the healthcare system. The purpose of the course is to introduce students to contemporary theory and research in the field of health communication, as well as to provide a context for understanding the basis of the U.S. healthcare system. For example, course topics include describing and evaluating patient-provider communication, communication with family members about health topics, health campaign messages, use of technology for health communication, and health insurance in the United States.

GEOG 204: Cities of the World

This class will broaden your knowledge and understanding of global urbanization, urban form, and the lives of city dwellers around the world. You will explore significant urban patterns and processes, built and natural environments, and social, economic, and cultural landscapes through cross-regional comparisons from both developed and developing countries. By studying the spatial form of urban areas in different world regions, you will learn how inequality can be built into the very shape of the city, as well as the ways in which people can overcome it.

GEOG/ESE 210: Social and Environmental Issues

Introduces students to a number of conceptual frameworks to examine sustainability as a political, ecological, social and technological challenge. Specifically, in this class students will engage multiple, complementary ways to understand the global ecological crisis - political economy, social construction, common property theory and feminist studies - and apply these to a number of sustainability-related grand challenges, including energy, food security, water scarcity, and population change. We will then connect these grand challenges to our everyday lives and democratic decision-making towards a more just and sustainable future.

GEOG/GLBL 221: Geographies of Global Conflict

This course provides frameworks for understanding how global inequalities come into being and are reproduced across time and space. Specifically, it provides historical backgrounds and theoretical tools for understanding how socioeconomic well-being, political stability, and exposure to ecological crises become distributed unevenly across the planet. The course is designed to provoke students to think of innovative solutions to the grand challenges that characterize today's globalized world.

IHLT 232: Health Disparities in the U.S.

Provides an overview of health disparities in the United States, including existence and magnitude of health disparities, theories that explain health disparities, strategies to address their complexity, and solution required to eliminate them. Disparities are examined related to groups of diverse racial/ethnic backgrounds, socio-economic status, gender, age, and ability level.

KIN 340: Social & Psychological Aspects of Physical Activity

This course is designed to acquaint students with how psychological and social processes and constraints influence human action in physical activity environments. The course utilizes both lecture and laboratory/discussion formats, with ample opportunity for interaction and discussion between professor and students as well as among the students. Course objectives include: (a) obtain an in-depth understanding of social and psychological aspects of physical activity by considering the complex relationships between social processes and involvement (or lack thereof) in physical activity; (b) acquire an understanding of a variety of systematic methods for collecting and analyzing various forms of data that are encountered in dealing with social and psychological aspects of physical activity; and (c) provide the opportunity to clearly express ideas, both written and oral, by working under the assumption that critical, analytical, and original thought can be obtained through effective writing and as writing becomes more effective, such forms of thinking will also be enhanced." Students should feel free (and are strongly encouraged) to ask questions, take alternate viewpoints, present supportive arguments for statements,

and generally make themselves a positive presence in the class. *This cannot be emphasized enough.* Keeping your insights and ideas to yourself will deprive us all of potentially illuminating, interesting, and useful information.

MUSE 250/ANTH 250L The World Through Museums

This course examines how this now worldwide phenomenon reflects, reproduces, occasionally confronts, and mediates the cultural, economic, social, and political roots of inequality. It also evaluates the roles of museums in promoting cultural understanding as social institutions and communicators of heritage. During the first half of the course we will develop a museum literacy framework grounded in anthropological, globalization, media, and critical theories, and examine the complex transnational policy and multi-cultural contexts in which today's museums operate. In the second half of the course we will virtually visit and read about museums around the world (in class and as individual projects), exploring and analyzing how a broad range of museum configurations have resulted from past and present societal decisions. MUSE 250 also counts as an elective for the undergraduate Anthropology major and for the certificate in Museum Studies.

RST 230: Diversity in Recreation, Sport, and Tourism

This course is designed to increase awareness and knowledge of the needs of various marginalized populations in the U.S., including members of ethnic and racial minorities, people of lower socio-economic status, women and people with various gender identities, older adults, lesbian, gay, transgender, and queer (LGBTQ) populations, and people with disabilities when it comes to recreation, sport, and tourism services. It introduces students to concepts and factors that influence the delivery of recreation, sport, and tourism services to diverse populations. In addition, concepts and theories related to race relations, discrimination, and prejudice acquisition are discussed.

SHS 222: Language and Culture of Deaf Communities

This course is designed to broaden students' understanding of the beliefs, values, and traditions of Deaf people who are part of Deaf culture. The term *Deaf* refers to someone who uses American Sign Language and subscribes to and supports beliefs and values of the Deaf community. The term *deaf* describes the hearing status of an individual and does not suggest affiliation with users of American Sign Language or the values and beliefs of that community. The course examines relationships among people who comprise the Deaf community as they exist within larger hearing communities. Students will also explore common ways in which Deaf people and hearing people relate to and interact with each other. The course is relevant to the Health and Wellness pathway in Grand Challenge Learning because it explores the interaction between audiological/hearing status and cultural identity.

FALL 2017 COURSE DESCRIPTIONS:

ACE 210: Environmental Economics

In this course, we will apply the tools of economics to the analysis of environmental problems and public policy formation. We will study human behavior to understand why environmental problems occur, and how that understanding can guide our choice among the policy tools available to address the problems. With economic theory and tools of policy analysis in hand, we will learn about environmental policies as they currently exist in the U.S. and elsewhere, and develop the ability to critique those policies in a rigorous and constructive manner. We will also discuss how private-sector agents can play a role in solving environmental problems. Through this course, you will build your capacity for critical thinking and problem-solving.

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ACE 255: Economics of Rural Poverty and Development

Students in this course will learn techniques for measuring poverty. Characteristics of rural poverty will be examined and students will learn how to evaluate poverty paradigms. In the course, causes of poverty will be examined and the students will consider policy options for assisting the rural poor.

CMN 220: Communicating Public Policy

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PS 224: Politics of National Parks

This course uses US national parks to examine the issues around the environment and sustainability. The national parks try to preserve large, intact ecosystems while also serving millions of visitors each year, so the politics of sustainable tourism is central to park management. The course takes a multidisciplinary perspective to understanding the political conflicts among tourists, businesses, environmentalists, park employees, and others. You'll learn about the impact of tourists on the environment, the politics of science in the parks, how management interventions affect ecosystems in good and bad ways, and how climate change shapes the parks. We'll also discuss some policy challenges the parks face. **Note:** The online version of this course focuses solely on the politics of the Greater Yellowstone Area (Yellowstone and Grand Teton national parks), and takes you on a "virtual field trip" to the region. The summer field course travels either to the Greater Yellowstone Area *or* to Colorado and Utah, and requires a separate application and program fee.

RST 230: Diversity in Recreation, Sport, and Tourism

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