PEACE CORPS PREP STUDENT GUIDE

The Peace Corps Prep program will prepare you for international development fieldwork and potential Peace Corps service. To accomplish this, you’ll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies are the following:

1. Training and experience in a work sector  
2. Foreign language skills  
3. Intercultural competence  
4. Professional and leadership development

This document explains each of these requirements in detail. Use this guide to map out your Peace Corps Prep course of study. In particular, refer to this when completing your PC Prep plan of study worksheet with your PCPrep Advisor, where you’ll document how you plan to fulfill each requirement. This guide aligns point-by-point with each section of the application!

1. Training and experience in a specific work sector

3 courses + 50 hours related experience

Leveraging concrete knowledge and skills is central to on-the-ground international development work. Through this PC Prep program, you will begin to build a professional specialty, which should serve your career well whether or not you become a Peace Corps Volunteer.

For PC Prep, you need to complete at least 3 courses that align with a specific work sector (they can but do not need to come from your academic major or minor). You also must accumulate a minimum of 50 hours of volunteer or work experience in that same sector, preferably in a teaching or outreach capacity.

Peace Corps Tip!

If you intend to apply to the Peace Corps, the best way to assure that you will be a strong candidate is to explore Peace Corps’ openings and identify the type of assignments in which you’d like to serve (www.peacecorps.gov/volunteer/volunteer-openings), then review the positions’ required and desired qualifications and build them up accordingly. In the process, you should fulfill these PC Prep experiential requirements!

There are six sectors (www.peacecorps.gov/volunteer/what-volunteers-do/) in which Peace Corps Volunteers serve—detailed below. Choose one sector to focus on then complete at least 3 courses + 50 hours of related experience in that sector.
#1 Education

Teach lessons that last a lifetime. Education is the Peace Corp’s largest program area. Volunteers play an important role in creating links among schools, parents, and communities by working in elementary, secondary, and postsecondary schools as math, science, conversational English, and resource teachers or as early grade reading and literacy teacher trainers. Volunteers also develop libraries and technology resource centers.

If you choose Education, take 3 courses from the following areas:

- The Holistic Child
- Middle Level Education
- English or Linguistics
- TEFL/TESL
- Math
- Professional & Pedagogical Studies
- Student Teaching Practicum
- Social Studies
- Health & development

Recommended courses:

- EDUC 101. The Holistic Child I // EDUC 102. The Holistic Child II
- EDUC 256. Adolescent Health & Development
- EDUC 317. Social and Cultural Studies
- EDUC 357. Psychology of Learning
- EDUC 403. The Home, School, and Community Connection
- CLA CSL 210. Teaching English as a Second Language

FEATURED PROGRAM: Mercer University’s Holistic Child Major

Mercer’s Holistic Child program is uniquely suited for students majoring in Education and interested in working in the Peace Corp’s education sector. The Holistic Child program offers an academic perspective that values the individual and authentic worth of the young child through an inclusive lens. Following an integrated, technologically immersed curriculum, the candidate will experience varied field and life experiences within the culture of diverse school and community populations in order to gain an appreciation for the importance of community in working with all children and their diversity, including ethnic, language, cultural, socio-economic, disabilities, and gender. Having completed this four-year program of study, the Holistic Child candidate will become a reflective practitioner, advocating the needs and rights of the young child, while collaborating and establishing partnerships with parents, schools, and communities.

And build 50 hours of related field experience through an activity such as:

- Teaching in a classroom, with a community outreach organization, or in a formal tutoring capacity
  - The subject of the teaching may be English as a Foreign/Second Language, special education, drama, or a STEM subject
- Participate in Mercer On Mission in the Dominican Republic: The program's service-learning project will involve collaborating with teachers and administrators at our host school, Juan Pablo Duarte, and collaborating higher education partner, Universidad Central de Este, to engage in professional learning and host an AgSTEM Camp for students who attend the Juan Pablo Duarte. Additionally, Mercer students will participate in community outreach activities facilitated by the Andrew J. Young Foundation and
HATponics, Inc. to ensure that the food that will be produced by the aquaponics unit will be integrated into the local community in a sustainable manner.

- Participate in **Mercer On Mission in Greece**: The program's service-learning project will involve helping the children in the Roma village near Hexamilia. Students will participate in an on-going program to assist the Roma, or Gypsy, population of Greece sponsored by Children’s Ark Roma Education.
- Participate in **Mercer On Mission in South Korea**: In South Korea today, the ability to speak English, even at a rudimentary level, is crucial to an individual's economic viability. This project is focused on teaching 1st through 12th grade students at Drim School, located 60 miles south of Seoul, South Korea. Drim School is the first special education foundation North Korean refugees and their children.

#2 Health

Serve on the front lines of global health. Health Volunteers work within their communities to promote important topics such as nutrition, maternal and child health, basic hygiene, and water sanitation. Volunteers also work in HIV/AIDS education and prevention programs to train youth as peer educators, develop appropriate education strategies, provide support to children orphaned by the pandemic, and create programs that provide emotional and financial support to families and communities affected by the disease.

**If you choose Health, take three courses from the following areas:**
- Nursing
- Public Health
- Health Education
- Pre-med
- Engineering for Development
- Biology
- Global Health Studies

**Recommended courses:**
- EGR 410 *Engineering for Development*
- EVE 412 *Green Engineering*
- GHS 101. *Nutrition* (3 hours)
- GHS 200 (3 hours)/GHS 200R (4 hours). *Introduction to Global Health*
- GHS 300. *Global Health Challenges* (3 hours)
- GHS 310. *Medical Anthropology* (3 hours)
- GHS 320. *Environmental Health* (3 hours)
- GHS 330. *Epidemiology* (3 hours)
- GHS 345. *Health and Gender* (3 hours)
- GHS 350. *Global Health Policy* (3 hours)
- GHS 355. *Medical Geography* (3 hours)
- GHS 365. *International Public Health Interventions* (3 hours)
- GHS 370. *Health in Africa* (3 hours)
- GHS 375. *Maternal and Child Health* (3 hours)
- PBH 101 *Systems and Services of Public Health* (3 hours)
- PBH 105 *Population Health and the Environment* (3 hours)
- PBH 202 *Biostatistics* (3 hours)
- PBH 301 *Dissemination of Public Health Information* (3 hours)
- PBH 307 *Health Behavior* (3 hours)
- PBH 402 *Public Health Across the Life Span* (3 hours)
- PBH 404 *Population Health and Diversity* (3 hours)
- PBH 405 *Health Programming* (3 hours)
FEATURED PROGRAM: Mercer University’s Global Health Studies Program (GHS)
The Global Health Studies program at Mercer addresses the health of global populations and communities through instruction, service, and community-based projects. A degree in Global Health Studies will provide you with the skills to analyze the factors underlying domestic and international health challenges, to combine research and service experience with the ability to make difficult social choices; to devise solutions to individual and population-wide health problems, and to implement disease-prevention strategies. Mercer’s Global Health Studies program builds skills directly applicable to the field of public health. It furthermore uses the broad curriculum of the College of Liberal Arts to build knowledge in research methods, international relations, and the social and behavioral sciences, with the goal of creating well-rounded graduates who can address public health challenges.

And build 50 hours of related field experience through an activity such as:

- Volunteer or work experience in such areas as HIV/AIDS outreach, hospice, family planning counseling, emergency medical technician (EMT) or CPR teaching/certification, maternal health, and hands-on caregiving in a hospital, clinic, or lab technician setting

- Counseling or teaching in health subjects

- Volunteer at health clinics in Cape Town through Mercer’s South Africa Internship Program (offered in the summer, fall, and spring).

- Participate in Mercer On Mission in Peru: Focusing on the community healthcare needs of miners in Peru, students will learn principles of conducting needs assessments and field research in public health and then actively engage in the research process by conducting capacity and service assessments of local institutions and organizations involved in healthcare.

- Participate in Mercer On Mission in South Africa: Pre-health students volunteer in and work on creating health information videos for township health clinics.

#3 ENVIRONMENT

Help forge a global movement to protect our planet. Volunteers lead grassroots efforts in their communities to protect the environment and strengthen understanding of environmental issues. They teach environmental awareness in elementary and secondary schools and to youth groups and community organizations, empowering communities to make their own decisions about how to protect and conserve the local environment. Volunteers also address environmental degradation by promoting sustainable use of natural resources.

If you choose Environment, take three courses from the following areas:

- Environmental Biology
- Environmental Engineering
- Chemistry
- Biology, Botany, or Ecology
- Ecology

Recommended courses:

- CHM 111 General Chemistry
ENB 150. Introduction to Environmental Science
- BIO 205. Introduction to Biology for Engineers
- BIO 211. Introduction to Biology I
- EVE 290. Introduction to Environmental Engineering
- GDS 303. Resources, Climate Change and Development: (3 hours)
- GDS 306. NGOs, Aid and Advocacy in Action (3 hours)
- GHS 320. Environmental Health (3 hours)
- EGR 410 Engineering for Development
- EVE 384. Hydraulics
- EVE 385. Hydrology
- EVE 412. Green Engineering
- ECN 452. Environmental Economics

FEATURED PROGRAMS:
Mercer University’s Environmental Engineering Specialization
The goal of the Bachelor of Science in Engineering (BSE) environmental specialization is to produce graduates who are well prepared for employment in professional practice or for graduate study. Ecological systems consist of complex, interactive physical, chemical, and biological cycles and processes. Environmental engineers use their knowledge of these natural treatment systems to design engineered systems that mitigate society’s impact on the environment.

Mercer University’s Minor in Engineering for Development
The Engineering for Development (E4D) minor provides students with the appropriate skills to work as engineering professionals in the humanitarian and development sectors, both internationally and domestically. The focus of the E4D program is sustainable solutions for people and the environment, with an emphasis on improving the lives of under-served populations, both locally and internationally.

And build 50 hours of related field experience through an activity such as:
- Educating the public on environmental or conservation issues, or working on environmental campaigns
- Conducting biological surveys of plants or animals
- Gardening, farming, nursery management, organic or low-input vegetable production, or landscaping
- Providing technical assistance and training in natural resource management
- Participate in Mercer On Mission in Peru: A frequented practice of artisanal and small-scale gold miners (ASGM) in underdeveloped countries uses mercury to purify gold from ore; this process is referred to as amalgamation. When mercury is in contact with pure gold, the two elements combine to form a compound termed an amalgam. As the mercury is liberated from the amalgam, miners often inhale toxic vapors and mercury is released into the air, soil, and water. Mercer University students will participate in the design, installation, and testing of three mercury aerosol capture and reuse devices. MOM in Peru is also an interdisciplinary service projects that serves the many needs of mining communities in Peru – environmental (engineering and chemistry projects), public health, and education.
#4 Agriculture

Lead grassroots efforts to fight hunger in a changing world. Agricultural Volunteers work with small-scale farmers and families to increase food security and production and adapt to climate change while promoting environmental conservation practices. They introduce farmers to techniques that prevent soil erosion, reduce the use of harmful pesticides, and replenish the soil. They work alongside farmers on integrated projects that often combine vegetable gardening, livestock management, agroforestry, and nutrition education.

If you choose Agriculture, take three courses from one of the following areas:

- Botany
- Business or economics
- Biology

**Recommended courses:**

- BIO 302. Botany
- BIO 370. Ecology
- CHM 111. General Chemistry I
- CHM 112. General Chemistry II
- CHM 221. Organic Chemistry I
- CHM 222. Organic Chemistry II
- ENB 150. Introduction to Environmental Science
- BIO 211. Introduction to Biology I
- BIO 480. Conservation Biology

**FEATURED PROGRAM: Mercer University’s Chemical Commerce Major**

The Department of Chemistry and the Stetson School of Business and Economics offer majors leading to a Bachelor of Arts or Bachelor of Science degree in Chemical Commerce as a course of study for students interested in the interface where chemistry and business overlap. The majors in Chemical Commerce are designed to expand and enrich undergraduate educational learning outcomes by incorporating a rigorous scientific experience with the business acumen to succeed within the global market. Besides an array of chemistry courses to develop students’ understanding in the chemical foundations, the business component has paths of study focused in accounting, economics or business management to develop the administrative, analytical, decision-making, and communication skills to be successful in the business world.

And build 50 hours of related field experience through an activity such as:

- Working with a large-scale or family-run business involving vegetable gardening, farming, nursery work, tree planting or care, urban forestry, landscaping, livestock care and management, or fish cultivation and production
- Teaching or tutoring the public in environmental or agricultural issues/activities
- Working on the business management or marketing side of a commercial farm
- Participate in **Mercer On Mission in the Dominican Republic**: The Consuelo community, which is located in a rural region of the Dominican Republic adjacent to the city of San Pedro is an area of the country with high rates of poverty. Many of the students who attend Juan Pablo Duarte are faced with food insecurity. The advent of the aquaponics system at our host school will increase access to fresh fruits, vegetables, and high-quality protein for the residents of this community. The aquaponics system installed by
HATponics, Inc. allows communities to produce environmentally sustainable agriculture by cycling the nutrients and wastes within the system so that the system does not create any negative environmental impacts on the surrounding ecosystem. This is especially important on islands such as the Dominican Republic where space for agriculture is limited and preserving natural habitat to protect native species is of great importance.

#5 Youth in Development

Empower the next generation of changemakers. Volunteers work with youth in communities on projects that promote engagement and active citizenship, including gender awareness, employability, health and HIV/AIDS education, environmental awareness, sporting programs, and info technology.

If you choose Youth in Development, take three courses from one of the following areas:

- Social Work
- Developmental Psychology
- Sociology
- Global Development
- Community Development
- Human Development

Recommended courses:

- SOC 101. Introductory Sociology
- SOC 295. Sociology of Race & Ethnicity
- SOC 310. Social Work
- ANT 101 Introduction to Anthropology or GEO 111 Human Geography
- GDS 200. Introduction to Development Theory and Practice.
- GDS 305. Sustainable Development
- GDS 390 Community Assets and Needs Assessment
- MIL 201. Leadership I
- MIL 202. Leadership II
- PSY 205. Psychology of Learning
- PSY 250. Child & Adolescent Psychology
- PSY 270. Psychology of Gender
- PSY 414. Hormones & Behavior

Featured Program: Mercer University’s Global Development Studies Major

Mercer’s Global Development studies is a multi-disciplinary field of study that examines a wide range of issues: foreign aid, youth in development, poverty alleviation methods such as social entrepreneurship, and the provision of basic services such health, education, security and nutrition. Students who select this major have a variety of career options, from working with non-governmental organizations that focus on a specific challenge, to governmental and intergovernmental agencies that coordinate and provide humanitarian services and empowerment programs. This major constitutes the very definition of what it means to “change the world;” every course and every experience is oriented towards the ultimate goal of raising the standard of living across the globe.
And build **50 hours of related field experience through an activity such as**:

- Teaching or counseling in at-risk youth programs
- Activities that involve planning, organizing, assessing community needs, counseling, and leadership, in areas such as education, youth development, health and HIV/AIDS, the environment, and/or business
- Volunteer with Mercer’s “Lights on Afterschool” program through the Center for Community Engagement
- Participate in **Mercer On Mission in Tanzania**: Building on our previous Mercer on Mission in 2016, we will again be working with Upendo Daima, a Tanzanian organization that houses and works toward restoring the lives of children who have lived on the streets. Our team will build culturally appropriate health modules, which the Upendo staff has identified as needed. We design the health modules with the aim of providing the staff with necessary and creative approaches to educating the children at Upendo about health and wellness. Our 2016 program produced modules ranging from alcohol/drug abuse, HIV/AIDS, schistosomiasis, first aid, and yoga.

#6 **COMMUNITY ECONOMIC DEVELOPMENT**

Harness 21st-century tools to help communities lift themselves. Volunteers work with development banks, nongovernmental organizations, and municipalities to strengthen infrastructure and encourage economic opportunities in communities. They frequently teach in classroom settings and work with entrepreneurs and business owners to develop and market their products. Some Volunteers also teach basic computer skills and help communities take advantage of technologies such as e-commerce, distance learning, and more.

If you choose Community Economic Dev., take three courses from one of the following areas:

- Business or Public Administration
- Nonprofit Management
- Accounting, Banking or Finance
- Computer Science and related majors
- Graphic Design
- Mass Communications
- International Business

**Recommended courses:**

- ACC 204. Introductory Financial Accounting
- ACC 411. Governmental and Not-For-Profit Accounting
- BUS 413. Business Studies Abroad
- ECN 150. Principles of Microeconomics
- ECN 151. Principles of Macroeconomics
- ECN 432. Urban and Regional Economics
- ECN 441. International Economics
- ECN 445. Industrial Organization
- ECN 450. The Economic and Moral Foundations of Capitalism
- FIN 451. International Finance
- MGT 472. International Management and Marketing

**FEATURED PROGRAM: Mercer University’s International Business Major**

The major in international business provides students with the educational background, practical knowledge, and engaged experiences to prepare them for
employment opportunities related to international business or international affairs. These opportunities may be in the United States or abroad, and may be with traditional profit seeking firms, non-profit entities, or government agencies.

And build 50 hours of related field experience through an activity such as:

- Working with businesses, organizations, or cooperatives in accounting, finance, microfinance, management, project management, budgeting, or marketing
- Starting and running your own business or other entrepreneurial activity
- Training others in computer literacy, maintenance, and repair
- Website design or online marketing
- Founding or leading a community- or school-based organization
- Participate in Mercer On Mission in Rwanda: In 1995, AVEGA-Agahozo was born in order to restore hope and life to the widows of the genocide and to help them to reintegrate into society. The mission of AVEGA is to work for the progress, empowerment and improving economic conditions of genocide widows. Socio-economic empowerment is identified as one of 4 major activities for the organization, and our mission is to provide tools to assist the organization in achieving their goals in this area. Part of our mission is to identify specific areas of need that could be filled by our business students. Marketing and business plans are dynamic concepts which change in response to an organization’s strengths and weaknesses and to opportunities and threats in the external environment.

Peace Corps Tip!

Nearly two-thirds of Peace Corps Volunteers serve in Education or Health. Coursework and meaningful experience in one of these areas—especially teaching English as a second/foreign language—produce some of the strongest candidates.

2. **Foreign language skills**

Requirements vary by placement region

Most students must hone their capacity to interact professionally using a non-English language. Minimum course requirements vary by desired placement region.

- **Latin America**: Students indicating an intention to serve in Spanish-speaking countries must build strong intermediate proficiency, having completed two 200-level courses or learned Spanish through another medium.
- **West Africa**: Students indicating an intention to serve in French-speaking African countries must build proficiency in French or another Romance language, having completed one 200-level course or learned the language through another medium.
- **Everywhere else**: Students indicating an intention to serve anywhere else do not have explicit language requirements to complete the Program, but they should still be encouraged to study a foreign language.

_Note:_ If you are a strong native speaker and hope to serve in a country that speaks your same language, you can skip this requirement!
3. Intercultural competence

Engaging thoughtfully and fluidly across cultures begins with one’s own self-awareness. With this learning objective, you will deepen your cultural agility through a mix of three introspective courses in which you learn about others while reflecting upon your own self in relation to others. The goal is for you to build your capacity to shift perspective and behavior around relevant cultural differences. Some example courses:

For this competency, we require that all students take three courses: one core course in Diversity and Inclusion and two relevant electives.

Core Diversity and Inclusion Courses (you will need to take one):

- **INT 101. Understanding Self and Others (4 hours):** Through a shared first-year experience, students will examine representations of and reflections on the self in order to develop as individuals in relationship to others. Subject matter will confront students’ conceptions of selfhood, their relationships with others, the moral and ethical values that guide them, and the influences that shape the formation of identities. Course content and assignments will be reflective of how the self and its relation to others has been imagined and defined by writers, thinkers, artists, and scholars representing the four domains of natural science, social science, humanities, and the arts. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. (Every year)

- **INT 201. Building Community (4 hours):** Students will study issues and problems in creating and preserving public good in communities and nations. Students will explore the use of civil, effective communication to address complex and contentious issues. Course content and assignments will reflect an examination of the relationship between citizenship and inclusive human communities by examining the works of writers, thinkers, artists and scholars representing the four domains of natural science, social science, humanities, and the arts. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. (Every semester)

- **INT 301. Engaging the World (3 hours):** Through an exploration of global issues, students will examine the interconnectedness of a global society, while learning to respect the diversity of international voices on contemporary issues. The role and impact of global citizenry will be examined through the works of writers, thinkers, artists, and scholars representing the four domains of natural science, social science, humanities, and the arts. Substantial attention will be given to the practical skills of written, verbal and visual communications. Individual sections may be subtitled to reflect a particular perspective.

- **AFR 295. Sociology of Race and Ethnicity (3 hours):** This course is designed to help students understand the social construction of racial and ethnic categories and the inequalities between different groups. Students will learn about prejudice and
discrimination as well as ways to address social problems related to racism. (Every two years)

- **COM 230. Intercultural Communication (3 hours):** An exploration of theories of cultural differences and the ways to build awareness and competence in intercultural exchanges. This course explores social problems such as racism and ethnocentrism and examines the ways individuals can find common ground with people from diverse cultural backgrounds. (Every other year)

- **GBK 101. Understanding Self and Others (4 hours):** Through a shared first-year experience, students will examine representations of and reflections on the self in order to develop as individuals in relationship to others. As the introductory course in the Great Books Program, selfhood will be explored through the prism of foundational works of the ancient Greeks including works by Homer, Aeschylus, Sophocles, Thucydides, and Plato. Writing instruction and written work for this course will further develop students’ understanding of writing as a means of discovering and expressing ideas across domains of knowledge. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. GBK 101 fulfills the requirement of INT 101 for students in the Great Books Program. (Every year, fall semester)

- **EXP 405. Global Service through Mercer on Mission (3-6 hours)**

**Relevant Electives:**

- Select two electives from the list of Mercer courses that meet the PCPrep Program’s Intercultural Competency requirements from the course list in appendix E.

- **Optional: Intercultural experience in place of elective(s).** You may substitute one or both of your electives with an intercultural experience. Here are the guidelines:
  - **Studying or volunteering abroad** may count if the student is in a country that has at some point hosted Peace Corps Volunteers (see the list of current and past countries [here](www.peacecorps.gov/countries)).
    - Studying/volunteering abroad in these countries from one week to a summer may substitute for one course.
    - Experiences that last a full semester may substitute for both electives.
  - **Other intercultural experiences**, such as helping new immigrants/refugees acculturate to the U.S. or volunteering in diverse schools, may also count.
    - Each distinct intercultural experience lasting at least forty hours may substitute for one elective.

*Is there another course in the catalog that you feel meets this requirement? Please discuss it with your PC Prep Advisor.*

**Peace Corps Tip!**

Prolonged intercultural experiences—such as studying or volunteering abroad, supporting new immigrants or refugees acculturate to the United States, or volunteering in diverse schools—would also strengthen your Peace Corps candidacy significantly.
4. **Professional and leadership development**

Peace Corps service and similar international development work opportunities are highly professional and selective. PC Prep requires **three specific activities** that will strengthen your candidacy for the Peace Corps (or any other professional endeavor):

1. Have your **resume** critiqued by someone in Mercer’s Center for Career and Professional Development.
2. Attend a workshop or class on **interview skills** with Mercer’s Center for Career and Professional Development.
3. Develop at least one significant **leadership experience** and be prepared to discuss it thoughtfully. For example, organizing a campus event, leading a work or volunteer project, or serving on the executive board of a student organization.

   a. The following student leadership opportunities are available at Mercer:
      1. Minority Mentors
      2. Residence Life:
         a. Senior Resident Assistants
         b. Resident Assistants
      3. Quadworks (Student Programming Board)
      4. Student Government Association (SGA)
      5. AWARE Student Wellness Group (Mercer Peer Educators)
      6. Greek Life:
         a. NPHC Council
         b. Panhellenic Council
         c. IFC Council
         d. Individual Chapter Officers
      7. Student Judicial Education:
         a. Chief Student Justice
         b. Associate Chief Student Justice
         c. Student Justices
      8. SHAPE Student Board Members
      9. Academic Leadership Opportunities
         a. Honor Council
         b. Mercer Service Scholars
         c. Supplemental Instruction
         d. Orientation Leadership Team
         e. Peer Advisors
         f. Mercer Ambassadors
         g. Admission Leadership Staff
      10. Athletic Leadership Opportunities
         a. Athletic Advisory Board
         b. Intramural Sports Leadership (Referees, Managers, etc.)
         c. Club Sport Officers
         d. University Center Bear Force Student Leadership

*If you are interested in any of these positions and would like to be directed to the office that oversees them, please email Kendra Murphy at Kendra.Noel.Murphy@live.mercer.edu.*
Peace Corps Prep Intercultural Competence Compliant Courses Offered at Mercer University:

College of Liberal Arts and Sciences:

AFR – AFRICANA STUDIES

AFR 190. Introduction to Africana Studies (3 hours)*
This course is designed to help students understand the academic models, approaches and methodologies that characterize African American Studies. In this course, students will become aware of how the African American experience has been defined and researched from an interdisciplinary perspective including literature, religion, sociology, anthropology, psychology, education, folklore, science and music. This course is required for the Africana Studies major and minor. (Every year)

AFR 224. Sub-Saharan Africa to Independence (3 hours)
A study of sub-Saharan Africa before and during imperialism, addressing the spread of Islam, the trans-Atlantic slave trade, and the effects upon Africans of European trade, conquest, and administration. (Every two years)

AFR 295. Sociology of Race and Ethnicity (3 hours)*
This course is designed to help students understand the social construction of racial and ethnic categories and the inequalities between different groups. Students will learn about prejudice and discrimination as well as ways to address social problems related to racism. (Every two years)

AFR 310. Race, Gender, and Media (3 hours)
This course will critically examine the role of the media in enabling, facilitating, or challenging the social constructions of race and gender in our society. We will consider the mass media to be one among many other social institutions such as religion, education, and family, which strongly influence our everyday notions of race and gender. The course will address a variety of entertainment and news content in print and electronic media. (Every other year)

AFR 330. Race, Law, and Politics (3 hours)
This course explores the unique political experiences of racial minorities with particular emphasis on both traditional (e.g., voting, office holding, and lobbying) and non-traditional (e.g., riots/protests, music, mass movements) efforts to gain political stamina. The course will focus on the quality of minority political leadership, ideology, participation, representation, and strategies for empowerment. (Every two years)

AFR 370. Health in Africa (3 hours)*
Prerequisite: GHS 200.
An interdisciplinary examination of health on the African continent. This course will examine such topics as disease burden, globalization, traditional healing systems, and the roles of history, culture, politics, and economics in shaping African health. Drawing from practical case studies from different countries, students will learn about how these multiple determinants of health intersect in shaping health and wellbeing in the continent. (Every two years)
AFR 389. The Black Woman (3 hours)
An historical and literary examination of the black woman and her role in American culture.
(Every two years)

AFR 398. Internship in Africana Studies (1-3 hours)
Prerequisites: junior or senior standing and permission of department chair.
An internship offering majors and minors practical field work with local or national Africana-oriented organizations. Students are expected to work for the local or national agency at least 3 hours per week for each credit hour awarded. Graded S/U. (As re-quested)

ANT – ANTHROPOLOGY
ANT 101. Introduction to General Anthropology (3 hours)
The study of the evolution of humans and culture including the dawn of civilization, race and culture; also primitive culture and society (food gathering, art, religion, language, the family, social classes, clothing and ornament, etc.) Attention is also given to the American culture configuration, human behavior in cross cultural perspective, and the field of culture and personality. (Every semester)

ANT 250. Becoming Chinese: Self and Society (3 hours)
This course introduces students to Chinese thought about selfhood and society. The course will examine some broad foundations for Chinese thinking about the self and others from the perspectives of Confucianism, Buddhism, and Daoist writing. Through the exploration of such themes as holism, aesthetics, rationality, the relational self, and ancestor worship, the course will explore Chinese conceptions of self-in-society. (Every Two Years)

ANT 310. Medical Anthropology (3 hours)*
Prerequisite: GHS 200 and ANT 101, or instructor permission.
An anthropological and cross-cultural approach to understanding lived experiences of disease, sociocultural factors which influence health and well-being, and differing forms of healing practice. Course case studies will demonstrate sociocultural, bio cultural, and critical approaches to medical anthropology. (Every two years)

ANT 350. Cultural Anthropology (3 hours)
Prerequisite: ANT 101.
An analysis of the cultural areas of the world with in-depth studies of cultures within each of these areas, including the way the cultures were before contact with Western civilization and the effect of this contact on the cultures. (Every year)

ANT 352. Cultures of the Americas (3 hours)
Prerequisite: ANT 101.
An exploration of the migration and first inhabitants of the “New World” and of the cultures which they developed in relative isolation. Their cosmologies, social organization, modes of subsistence, rituals and art will be studied. We will also examine their legacy which remains with us today. Field trips included. (Every two years)
**ANT 354. Cultural Archaeology (3 hours)**
Prerequisite: ANT 101.
The study of extinct cultures using artifactual remains. The data gathering techniques of excavation, labeling, and dating are demonstrated. Prevailing models of interpretation are reviewed, and the notion of cultural process is explored. Field trips are required. (Every two years)

**ANT 382. Biological Anthropology (3 credits)**
Prerequisites: ANT 101, a grade of C or better in BIO 212, or consent of instructor.
This lecture-based course represents an advanced introduction to the sub-discipline of Biological Anthropology. The discussion will focus on the biological aspects of humans and our closest living relatives, the primates. Specifically, the course will include content on biological evolution, a review of living primates and a study of the extensive fossil evidence for human evolution. The course will conclude with a review of modern human variation and the fallibility of the human race concept. (Every two years)

**ANT 490. Internship in Anthropology (1-3 hours)**
Prerequisites: ANT 101 and junior or senior status.
An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 3 hours and counts towards a minor in Anthropology. Graded S/U. (Every semester)

**ART – ART**
**ART 368. Far Eastern Art (3 hours)**
The arts of the Far East, primarily those of India, China, and Japan are studied in relation to their religious and political history. (Every three years)

**ART 370. Women in Art (3 hours)**
A consideration of the contributions of women in the field of art and the social context in which they have worked, as well as the depiction of women in works of art to discover the criteria by which we judge works of art (and artists) and how visual images can reinforce or change our sense of reality, such as assumptions about gender roles. (Every three years)

**BIO – BIOLOGY**
**BIO 361. The Biology of Sex and Gender (3 hours)**
Prerequisites: WGS 180, and a grade of C or better in BIO 212.
The student will gain a knowledge base of the biology of sex, as well as, exposure to material that inspires one to study science with a critical eye, in particular, from a feminist framework. Topics covered may include the evolution of meiotic sex, human reproductive biology, environmental influences on reproductive biological development, socio-biological theories and
sexual behavior in animals, and feminist analyses of the biological sciences. Pedagogy may include collaborative group work. (Every two years)

**BIO 382. Biological Anthropology (3 credits)**
Prerequisites: ANT 101, a grade of C or better in BIO 212, or consent of instructor.
This lecture-based course represents an advanced introduction to the sub-discipline of Biological Anthropology. The discussion will focus on the biological aspects of humans and our closest living relatives, the primates. Specifically, the course will include content on biological evolution, a review of living primates and a study of the extensive fossil evidence for human evolution. The course will conclude with a review of modern human variation and the fallibility of the human race concept. (Every two years)

**CHN – CHINESE**
**CHN 153S-253S-353S Chinese Studies Abroad (1-15 hours)**
Prerequisites: CHN 111 for CHN 153S, CHN 112 for CHN 253S, CHN 252 for CHN 353S, or exemption from the listed prerequisite.
Study abroad with emphasis on one or more of the following areas: Chinese language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an on-site supervisor, students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. (Occasionally)

**CLA – CLASSIC STUDIES**
**CLA 153S-253S. Classical Studies Abroad (1-12 hours)**
Prerequisites: none for CLA 153S, consent of instructor for CLA 253S.
Study abroad with emphasis on one or more of the following areas: Roman and Ancient Greek literature, history, archaeology, art, architecture, language, philosophy, religion, everyday life, and other areas of classical culture. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be taken more than once. (Occasionally)

**COM – COMMUNICATIONS**
**COM 230. Intercultural Communication (3 hours)***
An exploration of theories of cultural differences and the ways to build awareness and competence in intercultural exchanges. This course explores social problems such as racism and ethnocentrism and examines the ways individuals can find common ground with people from diverse cultural backgrounds. (Every other year)

**COM 250. Interpersonal Communication (3 hours)***
A study of the theories of interpersonal communication with emphasis on the application of core principles. Specifically, this course involves the identification of ways that communal systems of meanings shape our interactions and relations with others. (Every other year)
COM 315. Gender and Communication (3 hours)
A study of gender in relation to the public sphere. The primary focus is on feminist approaches to rhetoric and rhetorical theory. Students will also examine how gender intersects with the study of human relationships. (Every other year)

COM 398. Internship in Communications Studies (1-3 hours)
Prerequisites: junior or senior status, and departmental approval.
An intensive practicum experience at an approved business, organization, or academic institution. Students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours; six hours may count towards a major or minor in Communication Studies. Graded S/U. (Every year)

COM 400. Communication and Culture (3 hours)
Prerequisite: COM 200 or permission of the instructor.
An examination of the significance of power and culture in the formation of communication patterns, in the performance of communication roles, in the representation of concepts, and in the interpretation of symbols and signs. The course focuses on how communication creates and builds culture, and then is in turn created by culture. (Every year)

COM 420. Discourse and Power (3 hours)
Prerequisite: COM 200 or permission of the instructor.
A study of the interconnections between discourse and power. The course will entail an examination of the ways discourse shapes ideology and how power relations are socially and politically constituted. (Every year)

COM 490. Special Topics in Communication: (Subtitle) (3 hours)
Prerequisite: junior or senior status or permission of the instructor.
A study of some significant topic in communication not covered in the regular department offerings. The specific topics will be chosen according to needs and interests. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different projects/topics for a maximum of 9 hours credit. (Occasionally)

CSL – COMMUNITY SERVICE AND LEADERSHIP
CSL 199. Service Learning: (Subtitle) (1 hour)
Co-requisite: enrollment in a specially designated service-learning course section. Students enrolled in specially designated service-learning sections commit to working at off-campus community-service sites. This work experience is tied to the learning objectives of the parent course and will entail additional academic work, as described by the course syllabus. Students receive one semester hour of credit, through CSL 199, for the additional academic work associated with three hours total (minimum one hour on site) of service-related work each week.
The grade assigned for CLS 199 is the same grade assigned for the parent service-learning section. May be repeated with a different parent course, but total credits earned may not exceed three hours. (As needed)

**CSL 200. Service Learning in Local Communities: (Subtitle) (1-3 hours)**
A course on a significant topic impacting the local community that is not available through other curriculum offerings. The course may focus on a specific topic such as poverty, housing and urban renewal, sustainable food, or human trafficking in our local context and will employ a problem-solving approach to the subject. This course provides an understanding of practice and theory of service-learning, encouraging students to become active citizens now, as college students, not after graduation. Students will engage in local service-oriented activities beyond the classroom which may include community-based research, internships, fieldwork, and other community-based enterprises and projects. Topics will vary and will be announced in advance. May be taken more than once for a maximum of 6 hours of credit. Students are expected to work a minimum of 3 hours per week for each credit hour they receive. (Occasionally)

**CSL 210. International Service-Learning (Subtitle) (3 hours)**
Designed for Mercer on Mission or other international service-learning experiences. The course will provide an introduction to the country where the service is being conducted, explore the topic of intercultural engagement, and introduce the principles of effective service-learning. May be taken multiple times for different international experiences. (Occasionally)

**CSL 400. Practicum in Service-Learning (1-15 hours)**
Prerequisite: CSL 200 or 210, or extensive service-learning coursework in the disciplines, with permission of CSL instructor.
This course offers students already familiar with community leadership and service the opportunity to pursue an independent service project, community-based research project, or internship under the supervision of a faculty member and community agency representative. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be taken once. (Every year)

**ENG – ENGLISH**

**ENG 221. Prison Narratives (3 hours)**
This course is designed to help students understand the development of the American prison system from a historical-critical perspective as well as from a prisoner perspective. In this course, students will become aware of the changing nature of American prisons from slavery, through state and federally owned institutions, to private for-profit systems. Students will read works about prisons from a number of different genres. (Every year)

**ENG 359. African American Literature: Beginnings to Harlem (3 hours) Renaissance**
A survey of classic writings in African American literature presented in their historical contexts. The course includes essays analyzing the political and social status of African Americans at various points during the period and representative works by major poets and fiction writers.
Reading lists vary from year to year, but generally include such authors as Brown, Chestnut, Harper, the Grimkes, Larsen, Bontemps, DuBois, and Washington. (Every year)

**ENG 360. African American Literature: Harlem Renaissance (3 hours) to the Present**
A chronological study of the development of African American literature since the Harlem Renaissance. The course attempts to place African American literature in the context of world and American literature by examining prevalent themes and traditions as presented in fiction, poetry, and drama. Reading lists vary from year to year, but generally include such authors as Wright, Baldwin, Morrison, Angelou, Sanchez, Baraka, McMillan, Walker, and Wideman. (Every two years)

**ENG 378. Images of Women in Literature (3 hours)**
A study of the literary representation of women, with emphasis on the lives and careers of women writers. Authors covered may include Austen, Bronte, Wharton, Woolf, Morrison, and others. (Every two years)

**EXP – EXPERIENTIAL LEARNING**
**EXP 404. Study Away Experience (0 hours)**
Students will encounter different cultures or subcultures as they engage in appropriate coursework. These international or domestic experiential learning opportunities can take the form of faculty-led study away programs (spring break and summer terms) or long-term study away programs (semester or academic year). All study away experiences must be approved through the Office of International Programs and have the support of an academic advisor. (Every semester)

**EXP 405. Mercer On Mission (0 hours)**
Students will enroll in academic coursework and perform international service-learning projects at sites approved by the Mercer On Mission director. Students must be accepted in the program by the Mercer On Mission office. (Every summer)

**FLL – FOREIGN LANGUAGES AND LITURATURES**
**FLL 195. World Cultural Studies in English (3 hours)**
A study of French, German, Hispanic, or Greco-Roman culture taught in English. Students will (1) examine the nature of the culture involved through analysis of and reflection on significant actions, ideas, and sources; (2) investigate how the culture under study helped shape the development of the West over centuries; and (3) be exposed to perspectives and forces that drive intercultural exchange. Does not count toward any foreign language major or minor. May be offered abroad. (Occasionally)

**GEO – GEOGRAPHY**
**GEO 111. Principles of Human Geography: Mapping (3 hours) Globalization’s Landscape**
The purpose of this course is to introduce students to the breadth of the discipline by exploring four themes in the geography of globalization: the social/cultural construction of place, relative
location, the cultural landscape, and urbanization. The course includes several critical applied research topics, including the production of place, the relationship between core and peripheral regions, the transformation of traditional cultural landscapes, and the impacts of urbanization in developed and developing economies. (Every year)

GEO 313. East Asia in Regional Context: China, Japan, (3 hours) and the Koreas
The course examines modern developments in East Asia, namely China, Japan, and the Koreas. Major themes include urbanization; sub-regions and urban systems; political history, industrialization, migration, socio-ecological systems, and national relationships with globalization. Specific attention will be given to space, place, and culture throughout each theme. (Every three years)

GDS – GLOBAL DEVELOPMENT STUDIES
GDS 215. Ethics and Moral Leadership (formerly SEP 215) (3 hours)
This course is an exploration of the character and actions of significant moral leaders throughout world history. (Every year)

GDS 301. Poverty Alleviation Models and Practices (3 hours)
Prerequisite: GDS 200.
The course examines the various mechanisms used by development practitioners in raising the standard of living around the world, with added emphasis on the roles played by the public, private and non-profit sectors. Students will learn about: private-public partnerships, microfinance, entrepreneurship models, subsidies, external investments, trade, empowerment programs, and various measures of poverty. (Every two years)

GDS 306. NGOs, Aid and Advocacy in Action (3 hours)
Prerequisite GDS 200.
This course focuses on the work of non-profit, private sector agencies in the context of development and transition in areas such as humanitarian relief, advocacy and service delivery. The course explores the effectiveness of these agencies in serving as delivery vehicles for aid and the impact they have on the communities they serve. (Every two years)

GDS 307. Health Systems in Developing Countries (3 hours)
Prerequisite: GDS 200.
Students will learn about and compare systems of financing, organizing and delivery of health care across the developing world. Students will examine the political context, institutional evolution and national and sub-national delivery mechanisms. The course will also evaluate measures of accountability and quality of health care service. (Every two years)
GHS – GLOBAL HEALTH STUDIES

GHS 200. Introduction to Global Health (3 hours)
An interdisciplinary introduction to Global Health and International Health. The course examines the global burden of disease and the complex social, economic, political, environmental, and biological factors that structure the origins, consequences, and treatments of disease. This course emphasizes concrete and culturally-sensitive approaches to improving global health. (Every semester)

GHS 310. Medical Anthropology (3 hours)
Prerequisites: GHS 200 and ANT 101, or permission of instructor.
An anthropological and cross-cultural approach to understanding lived experiences of disease, sociocultural factors which influence health and well-being, and differing forms of healing practice. Course case studies will demonstrate sociocultural, biocultural, and critical approaches to medical anthropology. (Every two years)

GHS 345. Health and Gender (3 hours)
Prerequisite: GHS 200 or WGS 180.
An interdisciplinary examination of the gendered dimensions of health in the global context. The course will explore such topics as sexual and gender identity, gender-based violence, sexually-transmitted infections, pregnancy prevention, and infertility. (Every two years)

GHS 365. International Public Health Interventions (3 hours)
Prerequisites: GHS 200 and a 300-level GHS course.
This course seeks to equip students with relevant skills necessary for responding to public health challenges in international settings. Students will be introduced to the frameworks, principles and strategies for developing, implementing and evaluating international public health programs and interventions. Using a hands-on-problem and solution-based approach, students will acquire practical and technical skills to conceptualize and design community and population based public health interventions that can be applied to a variety of health problems such as: disaster and emergency response, nutrition, child wellbeing, HIV/AIDS, and reproductive health. (Every two years)

GHS 370. Health in Africa (3 hours)
Prerequisite: GHS 200.
An interdisciplinary examination of health on the African continent. This course will examine such topics as disease burden, globalization, traditional healing systems, and the roles of history, culture, politics, and economics in shaping African health. Drawing from practical case studies from different countries, students will learn about how these multiple determinants of health intersect in shaping health and wellbeing in the continent. (Every two years)

GBK – GREAT BOOKS PROGRAM

GBK 101. Understanding Self and Others: Among Gods (4 hours) and Heroes
Through a shared first-year experience, students will examine representations of and reflections on the self in order to develop as individuals in relationship to others. As the introductory course in the Great Books Program, selfhood will be explored through the prism of foundational works
of the ancient Greeks including works by Homer, Aeschylus, Sophocles, Thucydides, and Plato. Writing instruction and written work for this course will further develop students’ understanding of writing as a means of discovering and expressing ideas across domains of knowledge. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. GBK 101 fulfills the requirement of INT 101 for students in the Great Books Program. (Every year, fall semester)

**HIS - HISTORY**

**HIS 224. Sub-Saharan Africa to Independence (3 hours)**
A study of sub-Saharan Africa before and during imperialism, addressing the spread of Islam, the trans-Atlantic slave trade, and the effects upon Africans of European trade, conquest, and administration. (Every two years)

**HIS 363. African American History (3 hours)**
An overview of the African American experience with emphasis on the following topics: life under slavery; conditions among free blacks during the antebellum period; actions of blacks during the Civil War and Reconstruction; reactions of blacks to the rise of virulent white racism after Reconstruction; and the roots, achievements, and transformation of the civil rights movement. (Every two years)

**HIS 377. U.S. Women’s History, Colonial Era to the Present (3 hours)**
A study of the meaning and place of women in U.S. society from the colonial era to the present through major secondary works and selected primary documents in the field. Students address major themes in U.S. women’s history, including family, sexuality, work, and reform, within the broader context of American history. In addition, this course addresses the historiography, implications, methodologies, and future directions of the discipline. (Every two years)

**INT – INTEGRATIVE STUDIES**

**INT 101. Understanding Self and Others (4 hours)***
Through a shared first-year experience, students will examine representations of and reflections on the self in order to develop as individuals in relationship to others. Subject matter will confront students’ conceptions of selfhood, their relationships with others, the moral and ethical values that guide them, and the influences that shape the formation of identities. Course content and assignments will be reflective of how the self and its relation to others has been imagined and defined by writers, thinkers, artists, and scholars representing the four domains of natural science, social science, humanities, and the arts. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. (Every year)

**INT 201. Building Community (4 hours)**
Prerequisite: a grade of C or better in INT 101 or GBK 101.
Students will study issues and problems in creating and preserving public good in communities and nations. Students will explore the use of civil, effective communication to address complex and contentious issues. Course content and assignments will reflect an examination of the relationship between citizenship and inclusive human communities by examining the works of writers, thinkers, artists and scholars representing the four domains of natural science, social science, humanities, and the arts. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. (Every semester)

INT 301. Engaging the World (3 hours)*
Prerequisite: INT 201.
Through an exploration of global issues, students will examine the interconnectedness of a global society, while learning to respect the diversity of international voices on contemporary issues. The role and impact of global citizenry will be examined through the works of writers, thinkers, artists, and scholars representing the four domains of natural science, social science, humanities, and the arts. Substantial attention will be given to the practical skills of written, verbal and visual communications. Individual sections may be subtitled to reflect a particular perspective. (Every semester)

IGS – INTERNATIONAL AND GLOBAL STUDIES
IGS 297. Global Ethics (3 hours)
An evaluation of international actors (nation-states, international organizations, and NGOs) and the actions they take, exploring the claim that a global consensus regarding right action in international affairs is possible or desirable. Topics include universal human rights, the use of force, global inequality, and structures that promote free trade and the international movement of capital. (Every two years)

IGS 398. Internship in International and Global Studies (1-12 hours)
Prerequisite: junior or senior standing, and permission of department chair.
An intensive practicum at an approved business, organization or academic institution, located domestically or abroad. Students, under the supervision of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn though observation, regular discussion with the on-site supervisor and faculty member, and written reflection. Internship hours are purely elective hours and do not satisfy the requirements of any of the majors or minors offered in IGS. Pre-approval of internship and department chair signature are required to enroll in course. This course cannot be repeated for more than a total of 12 hours. Graded S/U. (Every year)

JMS – JOURNALISM AND MEDIA STUDIES
JMS 101. Media in Society (3 hours)
A survey of contemporary media with a focus on developing media literacy, and understanding media industries and the consequences of media messages on individuals, society, and culture. (Every semester)
JMS 105. Journalistic Insight into the Community (2 hours)
This course uses Macon as a case study on how to better understand a community from a journalistic perspective. Topics will include how journalists perceive and cover the community, including local government, business, nonprofits, health care and housing. The course will also apply multiple lenses to understand the factors that contribute to community development. Learning will result, in part, from guest speakers who are actively involved with the Macon community and field trips to local agencies and governmental offices. Students interested in the journalism major are encouraged to enroll in JMS 105 and JMS 120 during the same semester. (Every year)

JMS 240. Contemporary Issues and Media (3 hours)
This course examines the way that contemporary issues are shaped and manipulated by the media through framing and agenda setting. The course uses basic theoretical principles from both mass media and journalism studies to provide students with the ability to think and write critically and speak persuasively about the issues currently in the news. (Every year)

JMS 260. Civic and Community Journalism (3 hours)
Prerequisite: JMS 105 and JMS 150.
This course will emphasize news gathering techniques used in print, broadcast, and online journalism. The course will require students to apply their understanding of the key elements of civic journalism including: public listening techniques, advocacy vs. objectivity, framing, citizen involvement, problem solving, and coordination of media efforts. Lab activities complement classroom activities. (Every semester)

JMS 301. Media Criticism (3 hours)
This course examines media texts as cultural artifacts from a variety of critical and theoretical perspectives. We will focus on film, television, and New Media in our examination of the meanings, pleasures, and practices of one of the most widespread sign systems of our time. The approaches/methods will include: semiotics, auteur theory, genre theory, feminist theories, cultural studies, postmodernism, and cybercriticism. (Every year)

JMS 310. Race, Gender and Media (3 hours)
This course will critically examine the role of the media in enabling, facilitating, or challenging the social constructions of race and gender in our society. We will consider the mass media to be one among many other social institutions such as religion, education, and family, which strongly influence our everyday notions of race and gender. The course will address a variety of entertainment and news content in print and electronic media. (Every two years)

JMS 318. Queer Cinema (3 hours)
The course offers an overview of the aesthetic hallmarks, political impulses and critical, responses that distinguish queer cinema as a unique, important tradition. Queer authorship, reading practices, and the queerness inherent in mainstream genres will be explored. The work of lesbian and gay filmmakers working in avant-garde and underground venues will also be discussed moving towards a consideration of the New Queer Cinema movement. (Every two years)
JMS 365. Storytelling and Social Change (3 hours)
Prerequisite: JMS 230 or 362.
An advanced theory and production class focusing on media storytelling as an agent for civic engagement and positive social change. Students will view and analyze prominent examples of documentary and narrative storytelling while preparing to assist local agencies in producing social advocacy videos that promote organizations or social causes. These service learning production projects make up a significant component of the course. Lab required. (Every two years)

PHI – PHILOSOPHY
PHI 190. Introduction to Philosophy (3 hours)
An introduction to reading, writing, and thinking about the important issues and intellectual figures in the history of Western thought. The Western tradition of philosophical thought will define the subject matter of the course: Major elements of the Western tradition are understood in terms of important theories and ideas; “development of the West” is parsed in terms of the evolution and influence of those ideas; the influence of ideas from past cultures on later thinkers from disparate environments is carefully studied; and the influence of past thinkers in shaping the students’ own self-understanding and perspective will be explored. Emphasis will be placed on the cultivation of a philosophical attitude and the development of the arts of conceptual analysis and synthesis. (Every year)

PHI 195. Introduction to Ethics (3 hours)
A study of the principal ethical traditions and theories of Western culture and their application to contemporary moral issues and social problems. This course provides a solid basis for anyone who wants training in the rational analysis of difficult and complex moral issues and decisions. (Every year)

PHI 237. Gender, Philosophy, and Law (3 hours)
This course will examine two basic questions: (1) What does it mean for a society to treat men and women justly? And (2) How close do American society and the American legal system come to this ideal? The course will consider these questions through readings in philosophy, social science, and law on topics such as: wage disparities between men and women; marriage, divorce, and child welfare, pregnancy, abortion, and reproductive technologies; and rape, prostitution, and pornography. (Every two years)

PHI 240. Philosophy of Religion (3 hours)
A study of some of the major philosophical and theological issues that arise in the careful application of reason to the philosophical study of religion. The course examines important issues grounded within direct scriptural readings of the Judeo-Christian Heritage from a philosophical perspective and grounds those issues in religious scripture. Topics will be discussed and considered guided by reason, using the methods of philosophical theology and giving particular emphasis to relevance in relation to the students own religious experiences and beliefs. (Every two years)
PHI 247. Eastern Philosophy (3 hours)
A study of some of the major traditions of Eastern Philosophy. This course attempts to introduce students to the rich breadth and remarkable depth of some of the oldest philosophical schools of thought extant. The philosophies of India, in particular, may be traced back to poetic scriptural traditions originating in the 3rd millennium; and these traditions continue to inform lively contemporary schools of Indian philosophical thought. The humanism of Confucius and the schools of Chinese Philosophy that take their bearings from his ancient wisdom are both rich in their own terms and illuminating for students immersed in the intellectual traditions of the west. Readings will vary. No background in Western or Eastern philosophy presumed. (Every two years)

PHI 250. Mind, Brain and Behavior (3 hours)
This course is an introductory survey in topics in the philosophy of mind. Topics that will be covered in the course include theories of the nature of mind (dualism, behaviorism, functionalism, etc.), theories of personal identity, and puzzles and problems relating to role and nature of consciousness. Other topics may include philosophical treatments of: mental causation, perception, mental content and/or artificial or non-human intelligence. (Every two years)

PHI 293. Bioethics (3 hours)
This course addresses a variety of ethical issues relating to healthcare and biotechnology. Topics may include, but are not limited to, the use of animals in scientific research; the use of humans as research subjects; the meaning of “informed consent”; the extent and limits of patients’ rights to privacy; euthanasia; abortion; organ transplants; genetic testing; reproductive technologies; and human embryonic stem cell research. (Every two years)

PHI 297. Global Ethics (3 hours)
An evaluation of international actors (nation-states, international organizations, and NGOs) and the actions they take, exploring the claim that a global consensus regarding right action in international affairs is possible or desirable. Topics include universal human rights, the use of force, global inequality, and structures that promote free trade and the international movement of capital. (Every two years)

POL – POLITICAL SCIENCE
POL 253. Introduction to International Relations (3 hours)
This course is designed for political science majors and non-majors alike. The course surveys the diplomatic, military, economic, legal, and organizational theories and variables that shape our understanding of relations between countries. Special emphasis is placed on contemporary world problems such as the environment, human rights, conflict, population, and poverty. (Every semester)

POL 312. Politics of Developing Nations (3 hours)
This course treats the major problems of development in Latin America, Africa, and the Middle East. Special emphasis is placed on the interaction of domestic political, social, and economic variables in determining the pace and character of the development process. (Every two years)
POL 313. Middle East Politics (3 hours)
This course is designed to introduce the student to the history and political trends of the region. The forces of change such as nationalism, Islamic revivalism, the Arab-Israeli peace process, and regional conflicts are given special attention. (Every two years)

POL 314. Women in Developing Countries (3 hours)
Prerequisite: POL 253/IAF 253.
This course offers an opportunity to learn about the status of women in developing countries, in general, and the role of women in development, in particular. The course examines the substance and direction of interactions among women, their political structures, and economic systems throughout the developing world. Multiple perspectives and models are explored, including, but not limited to, dependency theory, modernization theory, globalization, feminist sociology, and post modernism. (Every two years)

POL 330. Race, Law, and Politics (3 hours)
This course explores the unique political experiences of racial minorities with particular emphasis on both traditional (e.g., voting, office holding, and lobbying) and non-traditional (e.g., riots/protests, music, mass movements) efforts to gain political stamina. The course will focus on the quality of minority political leadership, ideology, participation, representation, and strategies for empowerment. (Every two years)

POL 332. Women, Law and Politics (3 hours)
Prerequisite: POL 101 or consent of instructor
This course examines the legal and political efforts of women to obtain equality in American society. The course focuses on 1) the landmark legal cases and the important political milestones on the path towards full gender equality; 2) the challenges facing women seeking leadership roles in politics and society; 3) the actual and potential impacts women have on political institutions and policy outcomes; and 4) current public policy areas that have a significant impact on the lives of women and girls. (Every two years)

POL 392. Special Topics in International and (3 hours)
Comparative Issues: (Subtitle)
Prerequisite: consent of instructor.
A seminar involving intensive study of a major international or comparative topics. May be repeated with different topics. (Occasionally)

PSY – PSYCHOLOGY
PSY 270. Psychology of Gender (3 hours)
(Same as WGS 270)
Prerequisite: PSY 101 or consent of instructor.
Examination of the theory and context in which the social construct of “gender” develops, and the impact this has on our perceptions of ourselves, how others perceive us, and how we relate to others. Emphasis will be placed on the diversity of such experiences. (Every two years)
REL – RELIGION
REL 110. Why Religion Matters (3 hours)
A broad introduction to global religious traditions with a primary focus upon sacred texts from traditions in the East (Hinduism and/or Buddhism) and the West (Judaism, Christianity, and Islam). (Every semester)

REL 356. Eastern Religions (3 hours)
An examination of the history, sacred texts, beliefs, and practices of the major religious traditions originating in India and East Asia. Religions studied will include Hinduism, Buddhism, Jainism, Sikhism, and religions indigenous to China and Japan. Attention will be given to the development of these religions in their places of origin and to their growth beyond Asia, especially in North America. (Every two years)

REL 357. Western Religions (3 hours)
An examination of the history, sacred texts, beliefs, and practices of the major non-Christian religious traditions originating in the Middle East, Europe, Africa, and the Americas. Special attention will be given to Islam and Judaism, but other religions studied may include Zoroastrianism, African indigenous traditions, ancient European traditions, and Native American traditions. (Every two years)

REL 363. Women and Christianity (3 hours)
(Same as WGS 363)
Prerequisites: REL 110, 150, or 170 and WGS 180 or permission of the instructor.
A biblical, historical, and theological examination of the role of women within the Christian tradition. (Every three years)

SOC – SOCIOLOGY
SOC 210. Social Problems (3 hours)
This course examines problems of social inequality, deviance, and social institutions in a local and global context. Some societal problems focused upon in the course include poverty, racial discrimination, crime, educational inequality, healthcare, and environmental degradation. Students will explore the consequences of social problems and use sociological theories to explain their persistence and define solutions. (Every year)

SOC 295. Sociology of Race & Ethnicity (3 hours)
This course is designed to help students understand the social construction of racial and ethnic categories and the inequalities between different groups. Students will learn about prejudice and discrimination as well as ways to address social problems related to racism. (Every two years)

SOC 310. Social Work (3 hours)
Prerequisite: SOC 101
An historical and philosophical examination of social welfare services and social work practice. Attention is given to the societal and value context in which the American social welfare system evolved and to the development of social work as a profession. (Every two years)
**SOC 312. Sociology of Gender and Sexuality (3 hours)**
This course examines the cultural influences upon the construction of gender and how we learn conceptions of masculinity and femininity in society. Students will explore gender inequality, violence against women, and issues related to masculinity. As the class takes a sociological approach to gender, it connects the concept to meanings of sexuality and discusses relevant social problems such as homophobia. (Every two years)

**SOC 321. Globalization and Society (3 hours)**
Prerequisite: SOC 101
This course focuses on the processes of globalization (economic, political, and geographic) and the nature of their impact in modern societies. It examines sociological theories of globalization that relate to arguments of dependency, modernization, neo-colonialism, and cultural and civilizational clash. The course is centrally concerned with the unequal distribution of wealth and power for social cohesion and stability at different scales (global-local). (Every three years)

**SOC 323. Medical Sociology (3 hours)**
Prerequisite: SOC 101
This course describes and contrasts the functionalist, conflict, and symbolic interactionist models of health and sickness. It traces the historical development of “illness” definitions as ways of defining, managing, and controlling behavior. Included in the course are discussions of medical “gatekeeping”, bioethical issues in medical decision-making, the formulation of national health care policy, and the organization of health care delivery systems. (Every two years)

**SOC 325. Urban Ecology (3 hours)**
The study of how human beings interact with the natural environment across increasingly urbanized landscapes. The course will focus on how cities create sustainable urban environments that protect and improve the natural environment while increasing human well-being. Topics include the study of the historical development of cities, current urbanization trends and impacts, systems-based thinking, the critical role of community engagement, and modern urban-planning concepts and strategies for creating sustainable cities. (Every two years)

**SOC 330. The Sociology of Language, Culture, and Communication (3 hours)**
Prerequisite: SOC 101
The sociological study of language and communication with attention given to language as the organ or medium for comprehending reality; semantics and the problem of meaning; the relation between language and the cultural history of a people. (Occasionally)

**SOC 334. Marriage and Family: Diversity and Change (3 hours)**
Prerequisite: SOC 101 or WGS 180.
The course examines marriage and family structures emphasizing their changing roles in history. It focuses on the increasing diversity of contemporary family relationships (marital and non-marital) including the disorganization and re-organization of marital and family life. (Every two years)
SOC 350. Women, Crime, and Justice (3 hours)
Prerequisite: CRJ 160 or SOC 101 or WGS 180.
This course examines women’s involvement in crime, the criminal justice system, and women’s roles in the field of criminology. It also addresses women’s experiences with victimization and the criminal justice system’s responses. In addition, the course explores the multiple pathways to crime that women take and the role structural forces play in shaping their experiences. (Every two years)

SPN – SPANISH STUDIES
SPN 313. Culture and Civilization of Spain (3 hours)
Prerequisite: SPN 302.
This course is designed to engage and prepare students in a cultural, historical and geographical exploration of Spain while continuing the enhancement and refinement of the four language skills (listening, reading, writing, and speaking). Classroom discussions will be supplemented by films and readings from newspapers, magazines and selected literary works which highlight the political, historical and social situation of Spain today. (Every two years)

SPN 314. Culture and Civilization of Latin America (3 hours)
Prerequisite: SPN 302.
This course is designed to engage and prepare students in a cultural, historical and geographical exploration of Latin America while continuing the enhancement and refinement of the four language skills (listening, reading, writing, and speaking). Classroom discussions will be supplemented by films and readings from newspapers, magazines and selected literary works which highlight the political, historical and social situation of Latin America today. (Every two years)

HON – UNIVERSITY HONORS PROGRAM
HON 210. The Global Context (1 hour)
Pre-requisite: HON 115.
Students will explore one or more aspects of the global context in the contemporary world through the lens of multiple disciplines. (Every year)

HON 215. Solving Problems Across Cultures (2 hours)
Pre-requisite: HON 210.
Students will explore the problems and possibilities of solving problems across multiple cultures. (Every year)

HON 232. International Needs Assessment (2 hours)
Prerequisite: HON 231.
This sophomore-level course is designed to develop an understanding of assessing needs and designing projects in an international context. Specifically, students enrolled in this class are preparing for a Mercer on Mission experience. Students are exposed to understanding culture, history, and other pertinent issues affecting project development and implementation in a country of interest. (Every year)
HON 325. Seminar in Global Issues (2 hours)
Pre-requisite: HON 215.
Students will explore a specific aspect of the global situation in fine detail. (Every year)

HON 331. Project Implementation in an International Context (3 hours)
Prerequisite: HON 232.
This course is designed for the implementation of projects developed in HON 232 as a part of a Mercer on Mission experience. (Every year)

WGS – WOMEN AND GENDER STUDIES
WGS 180. Gendered Lives (3 hours)
An examination of how we live our lives as “men” and “women.” This course investigates the biological basis and cultural construction of gender, with particular attention to cross-cultural examples and the history of challenges to the status quo of gendered societies. (Every semester)

WGS 237. Gender, Philosophy, and Law (3 hours)
This course will examine two basic questions: (1) What does it mean for a society to treat men and women justly? (2) How close do American society and the American legal system come to this ideal? The course will consider these questions through readings in philosophy, social science, and law on topics such as wage disparities between men and women; marriage, divorce, and child welfare; pregnancy, abortion, and reproductive technologies; and rape, prostitution, and pornography. (Every two years)

WGS 270. Psychology of Gender (3 hours)
Prerequisite: PSY 101 or consent of instructor.
Examination of the theory and context in which the social construct of “gender” develops, and the impact this has on our perceptions of ourselves, how others perceive us, and how we relate to others. Emphasis will be placed on the diversity of such experiences. (Every two years)

WGS 310. Race, Gender and Media (3 hours)
(Same as AFR 310 and JMS 310)
This course will critically examine the role of the media in enabling, facilitating, or challenging the social constructions of race and gender in our society. We will consider the mass media to be one among many other social institutions such as religion, education, and family, which strongly influence our everyday notions of race and gender. The course will address a variety of entertainment and news content in print and electronic media. (Every other year)

WGS 312. Sociology of Gender and Sexuality (3 hours)
(Same as SOC 312)
This course examines the cultural influences upon the construction of gender and how we learn conceptions of masculinity and femininity in society. Students will explore gender inequality, violence against women, and issues related to masculinity. As the class takes a sociological approach to gender, it connects the concept to meanings of sexuality and discusses relevant social problems such as homophobia. (Every two years)
WGS 314. Women in Developing Countries (3 hours)
Prerequisite: POL 253/IAF 253 or consent of instructor.
This course offers an opportunity to learn about the status of women in developing countries, in general, and the role of women in development, in particular. The course examines the substance and direction of interactions among women, their political structures, and economic systems throughout the developing world. Multiple perspectives and models are explored, including, but not limited to, dependency theory, modernization theory, globalization, feminist sociology, and post modernism. (Every two years)

WGS 315. Gender and Communication (3 hours)
A study of gender in relation to the public sphere. The primary focus is on feminist approaches to rhetoric and rhetorical theory. Students will also examine how gender intersects with the study of human relationships. (Every other year)

WGS 318. Queer Cinema (3 hours)
The course offers an overview of the aesthetic hallmarks, political impulses and critical responses that distinguish queer cinema as a unique, important tradition. Queer authorship, reading practices, and the queerness inherent in mainstream genres will be explored. The work of lesbian and gay filmmakers working in avant-garde and underground venues will also be discussed moving towards a consideration of the New Queer Cinema movement. (Every other year)

WGS 332. Women, Law and Politics (3 hours)
Prerequisite: POL 101 or consent of instructor.
This course examines the legal and political efforts of women to obtain equality in American society. The course focuses on 1) the landmark legal cases and the important political milestones on the path towards full gender equality; 2) the challenges facing women seeking leadership roles in politics and society; 3) the actual and potential impacts women have on political institutions and policy outcomes; and 4) current public policy areas that have a significant impact on the lives of women and girls. (Every two years)

WGS 334. Marriage and Family: Diversity and Change (3 hours)
Prerequisite: SOC 101 or WGS 180.
The course examines marriage and family structures emphasizing their changing roles in history. It focuses on the increasing diversity of contemporary family relationships (marital and non-marital) including the disorganization and re-organization of marital and family life. (Every two years)

WGS 345. Health and Gender (3 hours)
Prerequisite: GHS 200 or WGS 180.
An interdisciplinary examination of the gendered dimensions of health in a global context. The course will explore such topics as sexual and gender identity, gender-based violence, sexually-transmitted infections, pregnancy prevention, and infertility. (Every two years)
WGS 350. Women, Crime, and Justice (3 hours)
Prerequisite: CRJ 160 or SOC 101 or WGS 180
This course examines women’s involvement in crime, the criminal justice system, and women’s roles in the field of criminology. It also addresses women’s experiences with victimization and the criminal justice system’s responses. In addition, the course explores the multiple pathways to crime that women take and the role structural forces play in shaping their experiences. (Every two years)

WGS 361. The Biology of Sex and Gender (3 hours)
Prerequisites: WGS 180, and a grade of C or better in BIO 212.
The student will gain a knowledge base of the biology of sex, as well as, exposure to material that inspires one to study science with a critical eye, in particular, from a feminist frame-work. Topics covered may include the evolution of meiotic sex, human reproductive biology, environmental influences on reproductive biological development, socio-biological theories and sexual behavior in animals, and feminist analyses of the biological sciences. Pedagogy may include collaborative group work. (Every two years)

WGS 363. Women and Christianity (3 hours)
Prerequisites: REL 110, 130, 150, or 170 and WGS 180 or permission of the instructor.
A biblical, historical, and theological examination of the role of women within the Judeo-Christian tradition. (Every three years)

WGS 370. Women in Art (3 hours)
The contributions of women in the field of art and the social context in which they have worked as well as the depiction of women in works of art are both considered in order to discover the criteria by which we judge works of art (and artists) and how visual images can reinforce or change our sense of reality, such as assumptions about gender roles. (Every three years)

WGS 375. Maternal and Child Health (3 hours)
Prerequisite: GHS 200.
An exploration of material, neonatal, and child morbidity and mortality in the global context, with emphasis on conditions in developing nations. This course will focus on the sociocultural, political, and economic causes of poor maternal and child health, while introducing students to approaches in MCH health prevention, promotion, and program design. (Every two years)

WGS 377. U.S. Women’s History, Colonial Era to the Present (3 hours)
A study of the meaning and place of women in U.S. society from the colonial era to the present through reading major secondary works and selected primary documents in the field. Students address major themes in U.S. women’s history, including family, sexuality, work, and reform, within the broader context of American history. In addition, this course addresses the historiography, implications, methodologies, and future directions of the discipline. (Every two years)
WGS 378. Images of Women in Literature (3 hours)
A study of the literary representation of women, with emphasis on the lives and careers of women writers. Authors covered may include Austen, Bronte, Wharton, Woolf, Morrison, and others. (Every two years)

WGS 383. AIDS: Narratives of Disease (3 hours)
This interdisciplinary course gives students sufficient information for them to make informed decisions about their behaviors and their lives. Students will confront and grapple with the biological, social, historical, environmental, psychological, and cultural issues which the AIDS pandemic represents. The diverse populations affected by AIDS—gays, children, women, Africans—will be discussed. AIDS and other historic plagues raise numerous moral and ethical issues regarding public health, resource allocation, individual versus group rights, and the sweeping effects of trying to keep people healthy. Books, articles, speakers, films, and classroom discussion serve as the texts for the course. (Occasionally)

WGS 389. The Black Woman (3 hours)
An historical and literary examination of the black woman and her role in American culture. (Every two years)

WGS 398. Internship in Women and Gender Studies (1-3 hours)
Prerequisites: WGS 180 and 201 and consent of the WGS chair.
An intensive practicum experience at an approved business, organization, or academic institution. Students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Women and Gender Studies. Graded S/U. (Every year)

WGS 401. Gender Theory and Feminist Thought (3 hours)
Prerequisites: WGS 180, 201, and one WGS course numbered above 300, or consent of instructor.
An interdisciplinary examination of theoretical perspectives in women’s and gender studies, including the history of Western ideas on gender and the impact on traditional academic disciplines of the “new scholarship” on women and gender. Connections between critical theories and collective movements or social change will be emphasized. (Every third semester)

College of Education:

EDUC 101, 102. The Holistic Child I & II (3 hours)
Prerequisite to 102: 101
The Holistic Child I & II provide an overview of the social, philosophical, historical, legal, and psychological issues in education. The needs of all children are considered from the perspectives of inclusion and regular education. The special needs of all young children are intertwined
throughout the courses to give the candidate an integrated notion of providing appropriate
educational practices in the setting of the regular classroom. (3 hours each) (EDUC 101, every
Fall in Macon; EDUC 102, every Spring in Macon)

EDUC 201, 202. The Learning and Developing (3 hours)
Child I & II - The Holistic Child
Prerequisites: EDUC 101, 102, 102B.
The purpose of these courses is to investigate the physical, social, emotional, and educational
characteristics of young children. Particular emphasis will be placed on language development,
individuals with mild intellectual disabilities, emotional and behavioral disorders, and learning
disabilities, in conjunction with current theories and practices regarding litigation and legislation,
assessment, advocacy, and educational resources. (3 hours each) (EDUC 201, every Fall in
Macon; EDUC 202, every Spring in Macon)

EDUC 311, 313. The Learning Environment I & II - (3 hours)
The Holistic Child
Prerequisites: EDUC 101, 102, 201, 202.
Building a Learning Environment I & II comprises four major elements: Supporting the Nature
of the Learners, Methods of Teaching, Collaboration, and Students for whom English is a
Second Language. This block of courses provides the candidate with the opportunity to
appreciate the importance of community in working with all children and their diversity.
Emphasis will be given to understanding the components of building a supportive learning
environment through appropriate instructional strategies, the utilization of effective collaborative
skills, and effective pedagogy for culturally and linguistically diverse students. (3 hours each)
(EDUC 311, every Fall in Macon; EDUC 313, every Spring in Macon)

EDUC 316. Collaboration - The Holistic Child (3 hours)
Prerequisite: full admission into Teacher Education for The Holistic Child Program.
Candidates explore the collaborative needs of the teachers in an inclusive regular classroom.
Emphasis is placed on collaborative practices between teacher and the child, the parents, and
various agencies involved in meeting the needs of all learners within the classroom. Ethical
principles that govern school-based consultations are examined. (Every Fall in Macon)

EDUC 317. Social and Cultural Studies - (3 hours)
The Holistic Child
Prerequisite: full admission into Teacher Education for The Holistic Child Program.
This course introduces students to the theory, knowledge, and strategies to teach the culturally
diverse student populations in today's classrooms. This course goes beyond the usual rhetoric on
promoting diversity to present real world guidance and recommendations for successful teaching
in the changing classroom environment. Methods for teaching the social sciences are examined
from an interdisciplinary approach. (Every Spring in Macon)

EDUC 357. Psychology of Learning (3 hours)
The discipline of psychology is used to address educational issues and learning theory. Particular
attention will be paid to individual student differences. The focus will be on variations in styles
of learning while acknowledging gender and diversity. (Every year in at least one location)
EDUC 403. Connecting Homes, School, and Community (3 hours)
Prerequisites: full admission into Teacher Education for Holistic Child Program. Completion of 300-level courses in The Holistic Child Program.
Content examines the importance of collaboration among the home, school, and broader community in the education of young children. Ways in which young children's learning, behaviors, viewpoints, and habits are affected by family, by school personnel, and by members of the immediate and broader community are addressed. (Every Fall in Macon)

College of Health Professionals:

PBH 200. Rural Health (3 hours)
Evidence is presented that affects the health and healthcare resources of rural people. Students will learn the contextual and social structural attributes of rural communities and the effects on individual and population health. Critical rural health and health policy issues will also be examined. (Every year)

PBH 404. Population Health and Diversity (3 hours)
Prerequisite: PBH 101.
Students will examine the definition of culture, the ways in which culture intersects with health issues, how public health efforts can benefit by understanding and working with cultural processes, and research methods that are useful in identifying relationships between culture and health to reduce health disparities. (Every year)

PBH 403. Poverty and Development (3 hours)
Prerequisite: PBH 101.
This course consists of lectures, reading, and discussions on the impact that poverty during development can have on health across the life span. In this course, students will learn the risks and protective mechanisms of economic hardship on childhood development. Students will also critically review the impact of selected social policies. (Every other year)