DIVERSE COMMUNITIES REQUIREMENT

Embracing the university’s aim of graduating students who are committed to creating a just and equitable society, Diverse Communities (or “J”) courses focus on historically marginalized groups (based on gender, race, class, ethnicity, religion, disability, sexuality, and other forms of difference) and are framed by theories that lend understanding to the analysis of structural inequalities. These courses seek to foster an informed and reasoned openness to, and understanding of, difference. They also invite students to consider how marginalized groups resist oppression and have agency in spite of structural exclusion and discrimination.

Students must earn 3 credits of Diverse Communities coursework.

A Diverse Communities course may simultaneously fulfill another degree requirement or distributive requirement in the General Education curriculum.

NOTE: A Diverse Communities designation may only transfer into WCU if the course from a student’s prior institution has been submitted to and approved by the Diverse Communities Committee of the Curriculum and Academic Policies Council (CAPC). To receive credit for this type of course, students must submit a Course Substitution Request to the Office of the Special Assistant for Academic Policy.

Course List

ANT

ANT 321. American Indian Today. 3 Credits.
Native Americans in contemporary Anglo-America.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

ANT 347. The Cultures of Cities. 3 Credits.
This seminar introduces students to the cultural dynamics of city life in the era of globalization. Topics of study include globalization, the politics of urban space, informal economies, and immigration.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

ANT 360. Historical Archaeology. 3 Credits.
This course emphasizes the archaeological record of the past 400 years in North America, especially the Middle Atlantic region. Students learn how archaeologists utilize the archaeological record to study broad ‘isms’ including imperialism, colonialism, mercantilism, nationalism, urbanism, and racism. The course offers case studies for examining how the archaeological record illuminates the lives of diverse, marginalized, and "invisible" people, as well as practical research skills development and an understanding of archaeology in the public and private sectors, including cultural resources management, historic preservation, and heritage planning.
Pre / Co requisites: ANT 360 requires a prerequisite or corequisite of ANT 103.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

CLS

CLS 165. Introduction to World Literature. 3 Credits.
This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.
Typically offered in Fall, Spring & Summer.

CLS 203. African Studies. 3 Credits.
This course studies African culture through literature, anthropology, and history. It focuses on the socio-cultural and historical contexts of African writing through the colonial and postcolonial periods.
Gen Ed Attribute: Diversity Requirement.

CLS 258. Women’s Literature I. 3 Credits.
A survey of world women’s literature from 800 B.C. to 1800. Readings are chosen from the works of Harriet Jacobs, Ida B. Wells, Louisa Alcott, Charlotte Bronte, Jean Rhys, Virginia Woolf, Marguerite Duras, Christa Wolf, Merce Rodoreda, Jamaica Kincaid, Tsitsi Dangarembga, Alifa Rifaat, Louise Erdrich, Cherie Moraga, Maxine Hong Kingston, and Arundhati Roy among others.
Gen Ed Attribute: Diversity Requirement.

CLS 259. Women’s Literature II. 3 Credits.
A survey of women’s literature from 1800 to the present. Readings are chosen from the works of Hildur Ingimarsdottir, Iona Campagnolo, Margaret Atwood, Charlotte Bronte, Jean Rhys, Virginia Woolf, Marguerite Duras, Christa Wolf, Merce Rodoreda, Jamaica Kincaid, Tsitsi Dangarembga, Alifa Rifaat, Louise Erdrich, Cherie Moraga, Maxine Hong Kingston, and Arundhati Roy among others.
Gen Ed Attribute: Diversity Requirement.

CLS 260. World Literature I. 3 Credits.
A survey of world literary texts from pre-classical times to 1600.

CLS 333. Latina Writing. 3 Credits.
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts.
Typically offered in Fall.

CLS 335. Latino Literature in the U.S.. 3 Credits.
This course examines the history of Latino groups (e.g. Mexicans, Cubans and South Americans) in the U.S. through literary texts written by Latinos and studies the cultural, economic and political experiences leading to their acculturation or alienation in mainstream America.
Typically offered in Fall & Spring.
Cross listed courses CSL 335, ESP 335.

CPL

CPL 120. Leadership Theories for Today’s Society. 3 Credits.
Introduction to the study of leadership theory and practice as it relates to the students’ civic and professional development. The course content places special emphasis on leadership practices and the relationship between leaders and followers inspired by social inequities surrounding issues of race, ethnicity, class, gender and inclusion.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

CRJ

CRJ 360. Race, Ethnicity and Criminal Justice. 3 Credits.
This course will explore the relationship between race and criminal justice, including the historical background of the role race has played in the system. The impact of race and ethnicity on discretion, sentencing, and disposition will be examined at the adult and juvenile levels. In addition, the causes and remedies of minority overrepresentation in the adult and juvenile criminal justice system will be explored.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall, Spring & Summer.

NOTE: A Diverse Communities designation may only transfer into WCU if the course from a student’s prior institution has been submitted to and approved by the Diverse Communities Committee of the Curriculum and Academic Policies Council (CAPC). To receive credit for this type of course, students must submit a Course Substitution Request to the Office of the Special Assistant for Academic Policy.

Academic Policy.

Students may receive credit for this type of course, students must submit a Course Substitution Request to the Office of the Special Assistant for Academic Policy.
CRJ 370. Gender, Crime, and Justice. 3 Credits.
This course provides a forum in which students are encouraged to examine the impact gender has on various aspects of the criminal justice system. The course will offer an exploration of the victimization of women and the culture that supports it. It will also address the unique issues of women as criminals, women as prisoners, and women as workers in the criminal justice system. Intersectionality is a fluid theme throughout the course, as matters of gender in the justice response oftentimes rest on marginalization based on several intersecting static traits, such as race, ethnicity, social status, and sexuality. It is important to understand the substantive nature of these groups as one attempts to identify issues and offer meaningful solutions. The ultimate aim is to help students foster an informed and reasoned openness to and an understanding of difference—a significant furtherance of the university’s goal of graduating students who are committed to creating a just and equitable society.
Pre / Co requisites: CRJ 370 requires a prerequisite of a grade of C or higher in CRJ 110.
Typically offered in Fall & Spring.

CSD

CSD 270. Introduction to Augmentative and Alternative Communication. 3 Credits.
The course is designed to introduce undergraduate students to a variety of augmentative and alternative communication (AAC) strategies (e.g., high-technology devices such as speech-generating computers and software programs and low-technology systems such as picture exchange communication) for people with communication disorders. Students will explore the Total Communication approach - an approach to Deaf education that includes a number of modes of communication such as signed, oral, auditory, written and visual aids - for interacting with individuals who have complex communication needs.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

ECE

ECE 407. Diversity Perspectives in Early Childhood Education. 3 Credits.
This seminar will address the rewards and challenges of teaching in America’s diverse classrooms.
Pre / Co requisites: ECE 407 requires formal admission into teacher education or Early Childhood Minor.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

EDR

EDR 200. Literacy, Diversity, & Equity in K-12 Classrooms. 3 Credits.
In this course, students will explore literacy as a critical social practice. We will focus on the ways that literacy education has the potential to exclude, oppress, liberate, and empower students who have been historically marginalized in school settings because of their race, class, gender, and sexuality. Students will develop specific tools, stances, and approaches to teach towards a more just and equitable society.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

EGP

EGP 326. Families and Community Relations. 3 Credits.
Addressing issues, policies, and practices about schools, young children families and communities this course will focus on ethnicity, culture, and social class to provide students with perspectives and understandings that will enable them to teach effectively and function as able members of learning communities. Understanding the role of parents, guardians and families in each child’s educational success and success in life, while embracing and respecting each child’s unique individuality, are essential for the contemporary educator.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

ENG

ENG 240. Language, Gender, and Sexuality. 3 Credits.
This course introduces students to the study of language as a resource for the production of gender and sexuality. Discussion of popular beliefs and scholarly theories about language and communication.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Spring.

ENG 382. Teaching English Language Learners PK-12. 3 Credits.
A study of issues and the application of techniques, strategies, and materials for meeting the needs of English Language Learners (ELLs) in inclusive classrooms. Emphases include: sociocultural issues in educational contexts, TESOL through the content areas, linguistics, second language acquisition, the integration and applications of the PA English Language Proficiency Standards PK-12 (ELPS) and current trends in second language teaching, learning and assessment. Includes a field component.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses LAN 382, ENG 382.

ESP

ESP 309. Latin America on Film (in English). 3 Credits.
This course explores contemporary Latin American film production in order to foster a better understanding of Latin American cultures and history while investigating complex power dynamics in Latin American societies. Films will be the points of departure to address critical issues such as history, culture, politics, economics, and religion; ethnicity, gender, class-based and racial conflicts; violence, dictatorship, and revolution; and the place of Latin America in an increasingly globalized world. No knowledge of Spanish is required.
Typically offered in Fall, Spring & Summer.
Cross listed courses ESP 309, SPA 313.

ESP 316. Latin American Avant-Gardes and Mass Media. 3 Credits.
An exploration of the groundbreaking avant-garde artistic practices and the technological innovations of mass media from the early 1900s to today in Latin America with a focus on structural inequality in the region. Course studies the historical origins and transformation of concepts such as "originality," "individuality," and "the new" to understand how they acquired political, economic, social, and cultural value in modern Latin America. No knowledge of Spanish is required.
Typically offered in Fall, Spring & Summer.

ESP 324. Latinos in the U.S.. 3 Credits.
An interdisciplinary examination of Latinas/Latinos in the U.S. Course examines the changing cultural, historical, political, and economic situations of several Hispanic groups, including Central Americans, Cubans, Mexicans, and Puerto Ricans.
Typically offered in Fall & Spring.

ESP 333. Latina Writing. 3 Credits.
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

ESP 335. Latino Literatures in the US. 3 Credits.
This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alienation in mainstream America.
Typically offered in Spring.
Cross listed courses CLS 335, ESP 335.

GEO

GEO 204. Introduction to Urban Studies. 3 Credits.
An examination of the breadth of urban studies from the perspectives of many social science disciplines. Philadelphia is emphasized as an object of perception, as a place of life and livelihood, and as an example of continual change in the urban environment.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.
GEO 312. Urban Geography. 3 Credits.
Analysis of patterns, processes, and consequences of urban growth and development. Theory of systems, size, spacing, and functions of cities. Students will conduct outside analysis using real data.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall, Spring & Summer.

HEA
HEA 109. Health Issues of Women. 3 Credits.
The needs and concerns of women as consumers in our present health care system. Various biological, psychological, and social topics will be discussed.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 110. Transcultural Health: Principles and Practice. 3 Credits.
This course examines the health beliefs and practices of a variety of subcultural groups in the United States. Emphasis is placed on the application of multicultural health beliefs and practices. It utilizes the cross-cultural approach in meeting the health needs of clients and families. It is open to all University students, regardless of major.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall, Spring & Summer.

HIS
HIS 214. Do No Harm? The Pursuit of Justice in the History of Medicine. 3 Credits.
This course examines the history of how people have understood and experienced health and sickness, and how people have practiced medicine and had medicine practiced upon them, from ancient times to the present. It places particular emphasis on the historical relationship between expert and lay medical knowledge, and in understanding how cultural values have informed the diverse ways that different societies have practiced medicine. The course similarly explores how medical knowledge and practice have become a potent form of cultural authority open to both great accomplishments and great abuse. In particular, we will examine how women, persons of African ancestry, persons with disability, and other historically marginalized groups interact with medical knowledge and practice. Using the analytical tools of social constructivist theory, the course examines how medical knowledge and the practice of medicine can be agents used to maintain structural inequalities. Crucially, however, marginalized persons and their allies also have used their own medical knowledge and practice to challenge those inequalities.
Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

HIS 349. The Jew in History. 3 Credits.
The course covers the vast expanse of Jewish history going back to 2000 B.C., tracing the story of a people who belong to one of civilization's major monotheistic religions.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HIS 362. Violence in America. 3 Credits.
A study of violence in American society as an instrument of change and a method of social control.
Gen Ed Attribute: Diversity Requirement.

HIS 368. Gay America. 3 Credits.
Encompasses four hundred years of gay and lesbian history, culture, and politics, from colonial settlers and Native American cultures to the present with emphasis on the 20th century.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Summer.

HIS 373. African-American History. 3 Credits.
A survey of African-American history from 15th century West Africa to the present that focuses on the evolution of African-American culture and identity, and the struggle for freedom and racial equality.
Gen Ed Attribute: Diversity Requirement.

HIS 381. The Forgotten Queens of Islam. 3 Credits.
For the past 1,400 years, women have had a profound impact on institutions and ideologies in the Islamic world. They have mastered branches of knowledge, produced works of culture, amassed wealth, and even ruled as queens. In this course, students will read about prominent women's lives in historical texts from the Islamic world, focusing on the period from 600-1700 CE. Students will learn to read these historical texts "against the grain" through the lens of feminist history, which uses female perspectives to reframe and reconfigure our understanding of the past. By the end of the course, students will be equipped to analyze the various forms of power that have historically been available (and unavailable) to women in the Islamic Middle East, and to assess the many ways women have navigated unequal power structures in order to participate in their politics.
Typically offered in Spring.
Cross listed courses HIS 381, WOS 381.

HIS 424. World of Communism. 3 Credits.
This course examines the history of communism. It traces the origins and development of Marxist theories of inequality as well as sometimes tragic efforts to put Marxist theory into practice in, among other places, Russia, China, and Cuba. Particular attention is paid to choices and commitments of individual communists. What vision of a new world motivated communists? What solutions to class, gender, and racial inequalities did they propose? Why was their idealism so often twisted into carnage?.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HIS 451. Women In History. 3 Credits.
American women's daily routines, social roles, and search for rights and identity since Colonial days. Recent goals, values, and conflicts.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.

HON
HON 312. Educational Systems and Social Influence. 3 Credits.
An introduction to philosophy, history, and sociology of American education. The evolution of the school as an institution in a democratic society; its relationships to issues dealing with race, class, gender and ethnicity; the geographical implications the school has for the community and vice versa; the degree to which school should and/or can serve as agents for social change.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HON 322. Developing Leadership with ELLs in the Classroom & Community. 3 Credits.
The study of issues, leadership challenges and strategies for the effective teaching of English Language Learners (ELLs) in Pre-K-12 classrooms and for effective communicating with ELLs in the community.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

KIN
KIN 246. Sport, Wellness, and Society. 3 Credits.
Current theories and research in the area of sport, wellness, and society will be introduced. The focus of the course is interdisciplinary, incorporating sociological, psychological, historical, anthropological, philosophical, and economic perspectives. Topics include diversity and inclusion issues in sport, wellness, and the society at large, locally and globally.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

KIN 254. Disability Studies: An Interdisciplinary Introduction. 3 Credits.
A study of the psychological and social implications of physical disabilities.
Distance education offering may be available.
Typically offered in Fall & Spring.
LAN
LAN 382. Teaching English Language Learners PK-12. 3 Credits.
A study of issues and the application of techniques, strategies, and materials for meeting the needs of English Language Learners (ELLs) in inclusive classrooms. Emphasizes include: sociocultural issues in educational contexts, TESOL through the content areas, linguistics, second language acquisition, the integration and applications of the PA English Language Proficiency Standards PK-12 (ELPS) and current trends in second language teaching, learning and assessment. Includes a field component.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.
Cross listed courses LAN 382, ENGL 382.

LIN
LIN 140. Language, Power, and Ideology. 3 Credits.
This course investigates the relationship between language and power as it is manifested in a variety of contexts. It examines the discourse of politics, the language of advertising and journalism, and the discourse of institutions and organizations to uncover ideological biases towards socioeconomic class; sexuality and gender; and race, ethnicity, and age. It also examines how these marginalized groups resist oppression and use language as an agent to speak against and subvert exclusion and discrimination in the United States and globally. Students will look at marginalized groups, including women, immigrants, people of color, LGBTQ individuals, speakers of low prestige dialects, such as Pittsburghese and African American English, and low prestige languages, such as creoles and pidgins, and they will examine how these groups use language to resist and subvert dominant ideologies.
The course aims to introduce students to the basic principles of critical discourse analysis, critical stylistics, and sociolinguistics, enabling them to conduct their investigations of issues related to language and power as well as foster an informed and reasoned openness to, and understanding of, difference.
Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement.
Typically offered in Fall & Spring.

LIN 211. Language Communities in the US and Canada. 3 Credits.
Exploration and analysis of how aspects of language usage (dialect, "accent," bilingualism) relate to language-based discrimination in the U.S. and Canada generally. Emphasis is on bias, discrimination, and profiling based on race, class, gender, religious affiliation, and ethnicity. Examples will be drawn from mainstream media, including popular film and television.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

LIT
LIT 213. Asian American Literature. 3 Credits.
Survey of representative Asian American authors from their earliest works at the turn of the twentieth century to contemporary works, examined in the context of the changing cultural, economic, and political experiences of Americans of Asian descent.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

LIT 303. Intro to Multi-Ethnic American Literature. 3 Credits.
American ethnic, racial, and national groups in American literature and the contributions of creative literary artists representing these cultures.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

MDC
MDC 250. Intercultural Communication. 3 Credits.
A study of factors that contribute to communication breakdowns between diverse cultures and between fragmented segments within the same society.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MHL
MHL 125. Perspectives in Jazz. 3 Credits.
Guided listening to improve understanding and enjoyment of jazz with emphasis on jazz heritages, chronological development, and sociological considerations, culminating in an analysis of the eclectic styles of the 1960s and 1970s. Not open to music majors.
Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement.
Typically offered in Fall & Spring.

MPT
MPT 331. Music Therapy Principles I (Pediatrics). 3 Credits.
This course is designed to equip the future music therapist with the necessary skills and knowledge of methods and materials required to successfully facilitate individual, group, and family music therapy sessions with pediatric clientele. Field observations (practicum) placements in pediatric clinical settings are a part of the course.
Pre / Co requisites: MPT 331 requires prerequisites of MPT 101 and MPT 240.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall & Spring.

MUE
MUE 332. Music Methods and Materials II. 3 Credits.
The study of music and the learning process at the secondary level to include technology, listening skills, multicultural diversity, general music programs, and administrative skills.
Pre / Co requisites: MUE 332 requires prerequisites of MUE 331 and formal admission into teacher education. Current Act 34, Act 114, Act 151 Clearances and TB test valid for semester.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

NSG
NSG 109. Health Issues of Women. 3 Credits.
This course encompasses the needs and concerns of women as consumers in our present health care system. It examines various biological, psychological, and social topics related to women’s health care, including medical abuses, sexuality, sex roles, and women’s health in the workplace. This course is an enrichment to liberal education, encouraging inquiry into previously neglected areas of women and health. It is offered in the Women’s Studies Program and is open to all University students, regardless of major, as an elective.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.

NSG 216. Healthy Aging in the New Millennium. 3 Credits.
In this course the student will examine the influences associated with healthy aging through a variety of learning activities. Students will begin by learning about ageism and lifespan biological and genetic influences (allostatic load theory) on health outcomes. This biological foundation serves as a starting point to examine other factors (social, economic, cultural) that impact healthy aging. Students then apply communication skills through interaction on a one-to-one basis with older adults. Students complete basic assessments on common problems of day-to-day living (sleep, nutrition, mobility, fall risk) and a community walking assessment that illustrates how environment influences aging. Students learn to apply health equity promotion and social justice principles to older adult health (Health Equity Promotion model). Students learn about community programs, health policy, and their impact on the health of older adults. The course will foster an informed and reasoned openness to, and understanding of, aging differences based on lifestyle, economic, and biological factors. In conclusion, a course goal is to educate students who become citizens committed to creating a just and equitable society.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

NSG 234. Current Trends in LGBTQA Health. 3 Credits.
This course will expose students to historical, current, and emerging health issues experienced by the lesbian, gay, bisexual, transgender, queer/questioning, and asexual (LGBTQA) communities. This course is rooted in the minority stress approach to health promotion problems amongst the sexual minorities. Introduction to health promotion activities, advocacy, prevention, and community health resources are emphasized. This course is open to all majors.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.
NDT

NDT 200. Nutrition and Culture. 3 Credits.
Students will increase awareness of the connection between health outcomes, diet and nutrition, and socio-cultural influences. Course studies will lay a foundation for understanding why people eat the foods that they do. A bio-cultural framework is applied to examine how individual dietary habits, choices, and nutritional health outcomes are influenced by social structure, historic patterns and events, and cultural beliefs and ideology. Students explore food ways, food scripts, health beliefs and practices, demographic characteristics, and population health across diverse communities within the United States. The course also employs a critical analysis of macro-structural inequalities, societal stresses, and cultural norms that alter access and availability to healthy foods and disparately undermine the nutritional health of some populations.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PAX

PAX 301. Global Perspectives in Peace and Justice. 3 Credits.
This course examines global issues of social justice, reconciliation, and peacemaking with an emphasis on post-colonial resistance, political violence, economic justice, ethnic conflicts, international human rights, and global environmental concerns. The course utilizes theories from Peace and Conflict Studies with an emphasis on post-colonial discourse, feminist theory, critical race theory, conflict transformation, and global peacemaking.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall.

PHI

PHI 130. Religion in the United States. 3 Credits.
This course will explore the rich diversity of religions in the United States and the impact of religion on our culture.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

PHI 180. Introduction to Ethics. 3 Credits.
Introduction to major theories and contemporary work in moral philosophy. Offers tools for ethical decision making in our daily lives with emphasis on the influence of culture, power, privilege.
Typically offered in Fall, Spring & Summer.

PHI 280. Philosophy and Film. 3 Credits.
This course helps students understand and discuss philosophy, film, and how the two disciplines intersect. Students' critical thinking skills will improve as they use film theory and terminology to decipher key philosophical texts, and vice versa.
Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement.
Typically offered in Fall.

PHI 373. Business Ethics. 3 Credits.
The study of philosophical concepts and ethical criteria as applied to business practices. Through case studies and scholarly contributions, the course will cover issues such as the ethical nature of the free market system, foreign outsourcing, issues around environmental impact of business, consumer rights, worker rights and job discrimination, and more.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

PHI 390. Women and Religion. 3 Credits.
An exploration of how the beliefs and practices of major world religions have both hampered and enhanced women’s lives. Particular attention will be paid to often marginalized voices of women from within these traditions.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

PHI 407. Queer Theory. 3 Credits.
This course is an introduction to the study of Queer Theory, as both a discipline and a form of political resistance. Queer theory is the study of identities that exist outside of rigid binary categories—categories that include gender and sexuality, but also any identity that exceeds normative expectations. This course utilizes an interdisciplinary and intersectional approach to ask fundamental questions about our identities (whether sexuality, gender, race, class, nationality, etc.) and how our identities are determined by and resistant to social regulation. The texts, and discussions about them, will better enable students to utilize queer theory in their own academic pursuits, activist agendas, and ethical lives. Furthermore, this course will require that students analyze, define, and explore queerness in relation to what it means to be human.
Pre / Co requisites: PHI 407 requires a prerequisite of PHI 101 or WOS 225.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.
Cross listed courses PHI 407, WOS 407.

PSC

PSC 101. Politics of Diversity in the U.S.. 3 Credits.
This course examines American government by analyzing how historically underrepresented and marginalized groups have been represented by the American political system and its institutions. It analyzes how different theoretical approaches such as pluralism, elitism, socialism, and liberalism define concepts such as equality and liberty and how social movements have contributed to social change. By focusing on elements of political culture and social experiences of underrepresented groups, it also considers how historical and cultural contexts have shaped the differential experiences of individuals and how race, class, gender, and sexual orientation influence an individual’s role in the political system. Lectures and discussions are embedded in a political science ethics framework. Questions about ethical leadership, the “character” of elected officials, and the “morality” of political decision making and resulting public policies will be examined by using ethical dilemmas and case studies.
Gen Ed Attribute: Behavioral and Social Science Distributive, Diversity Requirement, Ethics Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PSC 301. Women and Politics. 3 Credits.
The role of women in politics is surveyed. Considerations include the relationship between the sexes as it impacts politics.
Gen Ed Attribute: Diversity Requirement.

PSC 323. Racial/Ethnic Politics. 3 Credits.
This course examines the relationship between racial and ethnic groups’ political behavior and the American political system’s response to them in terms of its public policies.
Gen Ed Attribute: Diversity Requirement.

PSC 340. Latin American Culture and Politics. 3 Credits.
This course invites students to conduct comparative analysis of political cultures, parties, and decision-making, ideologies and political processes across the Latin American region. Students will learn how to explain the complexities of race, class and gender in Latin American social structures, relating historical, economic and cultural legacies to analysis on contemporary issues.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PSC 348. African Politics and Society. 3 Credits.
The course explores African politics, economics, and society through the critical lens of structuralist analysis. A strong focus on the historical and colonial framework’s impact on current African developments will be emphasized. Case studies, political analysis, and current events will be used to illustrate the common misperceptions of Africa today.
Gen Ed Attribute: Diversity Requirement.

PSY

PSY 120. Multicultural Psychology. 3 Credits.
A survey course that will examine how psychological theory and research can contribute to our understanding of structural inequalities associated with ethnicity, race, income, class, age, gender, sexual orientation, ability, and religion.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.
PSY 448. Field Experience in Psychology III. 3 Credits.
A work-study program in a Head Start preschool program serving a population of children and families that are mostly low-income and of ethnic and racial minority backgrounds under joint supervision of the instructor and the staff of the field institution.
Pre / Co requisites: PSY 446 requires a prerequisite of PSY 100 and 21 total hours of psychology courses or permission of instructor.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

PSY 449. Field Experience in Psychology IV. 3 Credits.
A continuation of PSY 448.
Pre / Co requisites: PSY 449 requires a prerequisite of PSY 448.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

SCE

SCE 350. Science Education in the Secondary School. 3 Credits.
Philosophy, objectives, and methods of teaching science. This is an Early Field Experience course with observation hours are completed in schools. Students must have current clearances for TB, criminal background, FBI, and child abuse before they can be assigned to schools to perform course assignments/other requirements. For the WCU policies on clearances, select the "Teacher Education Center" on the College of Education Web site.
Pre / Co requisites: SCE 350 requires formal admission into teacher education.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.

SPA

SPA 313. Latin America on Film (in Spanish). 3 Credits.
This course consists of the analysis of several films about Latin America that address critical issues (history, politics, economy, religion, ethnic diversity, racial and gender discrimination) necessary to understand and appreciate Latin American culture.
Pre / Co requisites: SPA 313 requires prerequisites of SPA 301 and SPA 302.
Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement.
Typically offered in Fall & Spring.
Cross listed courses ESP 309, SPA 313.

SWO

SWO 225. Race Relations. 3 Credits.
The course takes an interdisciplinary approach to the study of race, ethnicity, and culture. By integrating findings from history, political science, sociology, and social work, students are introduced to cultural differences as they affect family life, the development of law, and the nature and magnitude of racism in our society. The overarching goal of this course is to encourage the student to embark on the process of becoming culturally competent.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

SWO 351. Human Behavior and the Social Environment II. 3 Credits.
This course examines the life cycle from middle adulthood through older adulthood and death and dying with an emphasis on mezzo and macro theories of human behavior from a strengths and ecological systems perspective.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall & Spring.

THA

THA 250. Race and Gender in American Theatre. 3 Credits.
This course will focus on how some traditionally marginalized groups have been examined and portrayed in American theatre.
Gen Ed Attribute: Diversity Requirement.

WOS

WOS 100. Body Politics: Gender, Culture, and Representation. 3 Credits.
This course examines the body as a contested site of both pleasure and oppression. Considerable focus will be placed on the impact of culture on our understandings of the body, including ideas about gender, race, and sexuality. Students of all genders will be encouraged to explore how their own body image has been shaped by social norms that are simultaneously accepted and resisted. This course thereby provides an opportunity to question a variety of norms surrounding the body, including ideas about beauty, size, shape and ability.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

WOS 225. Intro to Women's and Gender Studies. 3 Credits.
An interdisciplinary course designed to enable students to analyze the lived experience of women, to evaluate the impact of gender, to question the implications of changing cultural patterns, and to sample first-hand efforts for social change. Satisfies interdisciplinary requirement. Offered every semester.
Typically offered in Fall, Spring & Summer.

WOS 240. How to Do Things with Feminism. 3 Credits.
This course is an introduction to the study of Women’s Gender Studies as an interdisciplinary field. In particular, students will reflect on the academic, professional, and community activist dimensions of the field. The course offers an overview of the development of Women’s and Gender Studies within the academy and ongoing collaboration with and tensions between academic feminism and feminist activism. Students will become familiar with the methodological and theoretical tools used by feminist researchers and activists. Beyond feminist methods and theories, students will also become familiar with the professional and academic side of WGS: they will discuss the wide range of women’s and gender-focused journals, professional organizations, and conferences in their subfields/disciplines. They will use an intersectional feminist framework to think through feminism(s), feminist praxis, and in particular how each of them exists in relation to power via gender and race. The ultimate goal is that they will gain the foundation for fostering feminist skills in order to create a more just and equitable society.
Typically offered in Fall & Spring.

WOS 250. Women's Self Representation. 3 Credits.
An interdisciplinary approach to ways women record their lives.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

WOS 260. Globalization and the Ethics of Sustainability. 3 Credits.
This course examines forces of globalization and environmental and ethical issues. The process of globalization (trade, communication technology, migration) has contributed to widening inequality within and among countries. Multinational corporations employ vulnerable people (especially women of color) for cheap labor, exploit local resources, and contribute to environmental degradation. Since the planet has its limitations, attending to the conservation of natural (and limited) resources, climate change, sustainable agriculture and forestry practices, and just fair-trade practices are at the heart of environmental and ethical issues and sustainability efforts. In this course, students will explore the social and environmental justice issues related to consumption of resources central to environmental ethics and sustainability. Students will also examine their ecological/carbon footprint and ways to reduce it through changes in the consumption of energy, resources, food, and water.
Gen Ed Attribute: Diversity Requirement, Ethics Requirement.
Typically offered in Fall.

WOS 305. Intellectual Roots of Western Feminism. 3 Credits.
The course examines the major issues and themes that have historically been included in feminist theorizing about women’s situation and experiences, including: ethical foundations, the origins of patriarchy, feminist epistemology, education, body issues, issues of difference, religion, civil rights, and psychological development. Chronologically, the course covers from the enlightenment (Mary Wollstonecraft’s A Vindication of the Rights of Women) through Simone de Beauvoir’s The Second Sex.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.
**WOS 306. Transnational Feminisms. 3 Credits.**
This course critically engages a range of transnational feminist theories, movements, and praxis to analyze structures of power shaping people’s lives in global contexts. The course seeks to decenter a body of feminist scholarship that often assumes shared visions of gender equality. Such studies can conceptualize gender issues and concerns through a Eurocentric/colonial viewpoint by overlooking differences among people with respect to race, class, sexuality, and nationality. Course readings explore the ethics of cross-cultural knowledge production, activism, and commodification of women’s bodies, sexualities, and local resources. The main goals of the course are to expose students to a broad range of feminist thought and action and locate transnational feminist theories in relation to colonial and post-colonial narratives. It urges students to examine their own positions within global systems that connect the (often uneven) exchange of persons, capital, and ways of knowing.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

**WOS 310. Women and Activism. 3 Credits.**
Although often misrepresented or ignored, women were and continue to be active in a wide range of social justice movements. This course focuses specifically upon women activists in the United States and their resistance to structural inequalities based upon gender. In addition to social justice movements focused on sexism, this course uses intersectional theory to recognize the feminist value of women who work against racial, economic, sexual, and other oppressions.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

**WOS 335. Gender, Race and Science. 3 Credits.**
Is race biological? Do men and women really have different brains? This course examines the way these and other questions have been taken up in scientific discourse. Students will approach race, gender, and sexuality as biosocial constructs. This course will ask students to question what they “know” about science and the scientific process. They will problematize scientific “objectivity” and “truth” and question foundational scientific ideas about race, sex, and gender. Students will engage feminist theories to pay close attention to the processes through which knowledge is produced, to science as a practice and an institution, and to the question of who gets to “do science” and how this affects the knowledge produced.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall.

**WOS 381. The Forgotten Queens of Islam. 3 Credits.**
For the past 1,400 years, women have had a profound impact on institutions and ideologies in the Islamic World. They have mastered branches of knowledge, produced works of culture, amassed wealth, and even ruled as queens. In this course, students will read about prominent women’s lives in historical texts from the Islamic World, focusing on the period from 600-1700 CE. Students will learn to read these historical texts “against the grain” through the lens of feminist history, which uses female perspectives to reframe and reconfigure our understanding of the past. By the end of the course, students will be equipped to analyze the various forms of power that have historically been available (and unavailable) to women in the Islamic Middle East, and to assess the many ways women have navigated unequal power structures in order to participate in their politics.
Typically offered in Spring.
Cross listed courses HIS 381, WOS 381.

**WOS 407. Queer Theory. 3 Credits.**
This course is an introduction to textual analysis through the study of African American autobiography, from slave narratives such as Frederick Douglass’s 1845 Narrative, to late twentieth century memoirs such as Audre Lorde’s Zami and Barack Obama’s Dreams from My Father. Students will investigate “African American” as a category for literary criticism and engage how the genre has both contested racist oppression from slavery to the present day and responded to the pressures of representing race. Students will further examine the styles and structures of self-expression within black-authored memoirs and what effect such texts have on understandings of race in historical and literary contexts. Students are urged to develop critical, academic language that both speaks and acts to address racism. This course will also support students’ development of skills as literary scholars to embed them to read actively, write probingly, and act courageously.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall & Spring.

**WRH 210. Multicultural Writing. 3 Credits.**
This course focuses on understanding the role that writing plays in shaping a multicultural society. Assignments will ask students to write for diverse social contexts and will help students expand their repertoire of genres and writing strategies.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

**WRH 301. The Rhetorics of Black Americans. 3 Credits.**
This course views the language of Black America as a form of cultural expression and means of resistance to oppression in the U.S. Using historical and thematic frames, students will relate their understandings of Black linguistic and rhetorical practices to Black folks’ experiences and struggles for improved social, political, and material realities.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall & Spring.

**WRH 333. African American Autobiography. 3 Credits.**
This course is an introduction to textual analysis through the study of African American autobiography, from slave narratives such as Frederick Douglass’s 1845 Narrative, to late twentieth century memoirs such as Audre Lorde’s Zami and Barack Obama’s Dreams from My Father. Students will investigate “African American” as a category for literary criticism and engage how the genre has both contested racist oppression from slavery to the present day and responded to the pressures of representing race. Students will further examine the styles and structures of self-expression within black-authored memoirs and what effect such texts have on understandings of race in historical and literary contexts. Students are urged to develop critical, academic language that both speaks and acts to address racism. This course will also support students’ development of skills as literary scholars to embed them to read actively, write probingly, and act courageously.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall & Spring.