

Below are courses at Wellesley that help students explore concepts related to public leadership by bridging research and action through hands-on, experiential learning.

## **Africana Studies Department**

### **[AFR 226 Environmental Justice, "Race," and Sustainable Development](#)**

An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality and the devaluation of indigenous peoples. The course will examine how the poor, indigenous peoples and people of color are subjected to environmental hazards. Topics include the link between negative environmental trends and social inequality; the social ecology of slums, ghettos, and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals, and carcinogens; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will evaluate Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

1.0 unit(s) **Prerequisites:** None

### **[AFR 297 Medical Anthropology: A Comparative Study of Healing Systems](#)**

This course examines alternative healing systems that attempt to treat the whole person as a physical, social, and spiritual being and to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the sociocultural context of the causes, diagnosis, prevention, and cure of disease. Examples of healing systems will be taken from Third World countries, particularly in Africa, the Caribbean, and Latin America, and from industrialized societies, particularly from African American and indigenous communities in the United States. Examination will be made of healing systems that include divination, herbal medicine, folk medicine, and faith healing.

1.0 unit(s) **Prerequisites:** None

## **Education Department**

### **[EDUC 335 Seminar. Urban Education](#)**

An intensive examination of urban education reform and urban schools, with emphasis on how the context of cities affects education and on some of the challenges faced by urban teachers, students, and parents, such as poverty, race- and class-based segregation, linguistic barriers, immigration, and inequities in school quality. Through the study of foundational educational texts and various urban contexts, we will focus on economic, political, social, and cultural

aspects of urban schools and community life. Students will learn and implement a field-based, original action research project through this course. Fieldwork in an urban setting is required.

1.0 unit(s) **Prerequisites:** [EDUC 212](#), [EDUC 215](#), or [EDUC 216](#); permission of the instructor required.

## **Environmental Studies**

### **ES 300 Environmental Decision-making**

An interdisciplinary seminar in which students work together in small groups to understand and develop solutions for current environmental problems. Each year, we focus on a given environmental issue of concern to our community, e.g., environmental implications of building design, energy use, or water quality. In particular, we work to understand its scientific background, the political processes that lead to potential solutions, and the ethical and environmental justice implications. Student-led research provides the bulk of the information about the issue and its role in our local environment; lectures and readings provide supplementary information about the local situation and the global context.

1.0 unit(s) **Prerequisites:** A declared major or minor in environmental studies, [ES 101](#) or [ES 102](#) or [ES 103](#), and completion of the core distribution requirements, or permission of the instructor. This course is only open to juniors and seniors.

### **ES 312 Seminar. Environmental Policy**

Focuses both on how to make and how to study environmental policy. Examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students will also undertake an original research project and work in groups on influencing or creating local environmental policy.

1.0 unit(s) **Prerequisites:** [ES 214](#) or one 200-level unit in political science and permission of the instructor. Enrollment is limited to juniors and seniors. **Cross Listed Courses** POL2-312

## **Peace & Justice Studies Program**

### **PEAC 259-01-F Peace and Conflict Resolution**

#### **Topic for 2013-14: Gender and Conflict**

This course explores the gendered dimensions of violence, paying particular attention to what feminists have described as the continuum of violence, from the "private" to the "public" sphere, from militarization of everyday living to overt violent conflict. Focusing on intergroup violent

conflict, this course addresses specific issues such as gender-based crimes, militarization, gender in conflict zones, and gendered forms of cooperation with violence. Our aim is to reflect on the implications of gendered conflicts for human security and the building of peace, looking at the gendered aspects of post-conflict reconstructions, and gendered forms of resistance to political violence. This class also examines the evolution of peace building efforts since the mid- 1990s, paying particular attention to United Nations Security Council Resolutions on Women, Peace, and Security.

1.0 unit(s) **Prerequisites:** None

### **PEAC 304 Senior Seminar in Peace and Justice Studies**

A capstone course for the major in Peace and Justice Studies, centered on a seminar project and paper that students research and write on a subject of their choice in relation to the course topic, and on readings and discussions exploring essential topics and research methods in peace studies.

1.0 unit(s) **Prerequisites:** Required for Peace and Justice Studies majors; for others, permission of the instructor.

## **Political Science**

### **POL1 331 Seminar. Political Organizing: People, Power, and Change**

This is a course about the theory and practice of organizing for social change. Organizing is an approach to social change in which people work collectively to acquire the power, capacity, and resources to achieve their goals. In this course, students learn what organizing is and how it works. They do this by developing cognitive understandings (theory) of what organizing is, how it has historically played a role in making social change, and how it works. In addition, all students in the course engage in a hands-on organizing project of their own choosing in which they must organize a group of people to achieve a common goal. Students will be introduced to basic organizing skills and practices in the course and must apply them to their projects.

1.0 unit(s) **Prerequisites:** [POL1 200](#) or equivalent; or by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

### **SUST 201 Introduction to Sustainability**

This case-based course introduces students to the basic concepts and tools that business, engineering, and the liberal arts (science, social science, and the humanities) bring to a consideration of sustainability. It is team-taught by three faculty members, one from each

institution, with course work fully integrated across the three approaches. The course will draw empirical material from, and apply concepts and tools to, a semester-long case (such as the sustainability of a city block, the transition to clean energy worldwide, or the life-cycle of a common consumer product). Course meetings will take place at Wellesley, Olin, and Babson colleges.

1.0 unit(s) **Prerequisites:** None. Not open to first-year students except by permission of the instructor.

## **Sociology**

### **SOC 105 Doing Sociology: Applying Sociological Concepts to the Real World**

The goal of this course is to learn to analyze real-life situations using sociological tools. The course is organized around a series of exercises that will teach students different analytical techniques and explore sociological theories and concepts. Projects may include reading novels, analyzing films, working with census data, interviewing, conducting surveys, participant observation, debating, and a small independent research project. Each project will focus on a subfield in the discipline and will serve as a platform from which students can explore basic theories, analytic categories, and methods. Students will work individually, in pairs, and in small groups.

1.0 unit(s) **Prerequisites:** None

### **SOC 221 Globalization**

McDonald's<sup>®</sup>, Starbucks<sup>®</sup>, and the Gap<sup>®</sup> are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the increasingly interdependent world in which we live, compare them with those in the past, and explore their consequences.

1.0 unit(s) **Prerequisites:** One 100-level unit or permission of the instructor.

### **SOC 307 Learning by Giving: Nonprofit Organizations and American Cities in the Twenty-First Century**

The goals of this experimental team-taught course are several: 1) to develop a community-based research experience that will strengthen students' substantive understanding of American cities and the organizations that serve their populations; 2) to offer students the opportunity to hone

their social science research skills; 3) to strengthen students' communication skills by offering them an alternative venue and audience for their writing; and 4) to foster collaboration among students on a project of consequence. Students will work in teams to research, write, and submit a grant application for a nonprofit organization. Course participation will require travel to Boston. Preference will be given to students who have a demonstrated commitment to service.

1.0 unit(s) **Prerequisites:** One 200-level course in the social sciences. Enrollment is limited. Students must fill out an application available in the Sociology Department. **Cross Listed Courses** [WRIT 307](#)

## **Women's & Gender Studies Department**

### **WGST 212 Feminist Bioethics**

How would bioethics differ if it took seriously the experiences and needs of women and other marginalized social groups? This course engages the works of feminist theorists and practitioners in philosophy, religion, law, medicine, public health, and the social and biological sciences—works that develop more inclusive bioethical theories and practices in the service of the health and well being of all persons and communities. Feminist bioethics is both critical and constructive in its attention to moral frameworks, principles, norms, and values related to the conditions for human health including health care's professions, practices, and institutions. Also addressed are gender, race, and class disparities in health status, clinical care, and biomedical research.

1.0 unit(s) **Prerequisites:** [WGST 108](#), [WGST 120](#), [WGST 222](#), or permission of the instructor.

### **WGST 240 U.S. Public Health: Theory and Practice**

Two decades ago the Institute of Medicine defined public health as "what we as a society do collectively to assure the conditions in which people can be healthy." Focused on population/community health, health disparities, and the social inequalities underlying these disparities—namely social divisions by gender, class, race/ethnicity, sexual identity, and age—public health is philosophically rooted in a commitment to social justice. This course attends to U.S. public health history, epidemiology, ethics, and law; also to public health's government infrastructure, services, and core functions including policymaking. Relationships between public health, medicine, and health care will be explored as will the roles of private players (NGOs, industry, academia). Topics include chronic and infectious diseases, global health, violence, bioterrorism, and environmental health.

1.0 unit(s) **Prerequisites:** Not open to first-year students.

### **WGST 321 Seminar. Gender Justice and Health Policy**

Various understandings of justice vie for dominance in contemporary health policy debates, especially debates about health care reform and universal access to health care. Yet, "just" health care is not limited to reform discussions or to distributive notions of justice that typically ignore social structures (gender, race, class, culture, citizenship), social processes (decision-making, division of labor) and social contexts (poverty, unequal risk for poor health). This seminar explores multiple constructions of justice drawn from moral and political philosophy, religious social ethics, and Catholic social thought (feminist and otherwise). Social, participatory, and distributive justices are examined as normative guides for health and health care policies intended to meet the health care needs of all persons.

1.0 unit(s) **Prerequisites:** Senior or junior standing plus [WGST 108](#), [WGST 120](#), or [WGST 222](#), and one of the following: [WGST 212](#), [WGST 214](#), [WGST 220](#), [WGST 240](#), [WGST 340](#), or permission of the instructor.

### **[WGST 340 Global Health](#)**

This seminar explores global/international health from its historical origins to its contemporary expressions. In 2012 we will focus on a close examination of the recently revised *Textbook in International Health*, 3rd edition (Birn, et al., 2009). This classic work offers a political economy perspective that expands the disease-oriented, biomedical model of global health to engage the social determinants and disparities of population and individual health. In the absence of a global health infrastructure, we will attend particularly to the role of the United States in shaping global health (past and present) as well as to the influences of gender, culture, nationality, and related social structures.

1.0 unit(s) **Prerequisites:** Senior or junior standing plus at least one of the following: [WGST 212](#), [WGST 214](#), [WGST 220](#), [WGST 240](#), [WGST 321](#), or permission of the instructor.