

# POVERTY AND HUMAN CAPABILITY STUDIES (POV)

## CORE FACULTY:

PROFESSORS BECKLEY\*, GOLDSMITH,  
MARGAND

The **Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability** offers a curricular and cocurricular program of study that enriches any major. Sustained and coordinated study in this program enables students to understand how their undergraduate and graduate studies can prepare them as future professionals and citizens to address the problems of poverty and how to establish a decent minimum of human development for all people. Students completing designated requirements in this program receive notations on their transcript at graduation. The program director and coordinator of cocurricular education advise students and certify the fulfillment of requirements for this notation when they meet the following requirements totaling at least 16 credits.

1. Poverty and Human Capability Studies 101, 450
2. At least 10 credits chosen from among the following: Economics 235, 236, 237, 238, 280; English 260; History 354; Journalism 240; Philosophy 215; Politics 215; Poverty and Human Capability Studies 102, 295 (Law 221); Psychology 235; Sociology 202, 228, 264; approved independent-study courses of at least three credits each that focus on poverty and human capability; or other course offerings ("related courses" on the Shepherd Web site) that devote a segment to poverty and enable students to write a paper that addresses poverty and human capability. These "related courses" must be approved in advance by the director of the Shepherd Program and the course instructor.
3. A capstone study that culminates in a major research paper on a topic proposed by the student that focuses on poverty and human capability. This course will typically be Poverty and Human Capability Studies 423. It may be an independent study, senior thesis, honors thesis, or Women's Studies 396, when the research projects fit the criteria above and are co-advised by Shepherd Program faculty. These substitute courses must be approved in advance by the director of the Shepherd Program and by the participating instructors.

## Poverty and Human Capability Studies 101 (3)— Poverty and Human Capability:

### An Interdisciplinary Introduction

An exploration of the nature, scope, causes, effects and possible remedies for poverty as a social, moral, political, economic, legal, psychological, religious, and biological problem. The course focuses on domestic poverty but also considers poverty as a global problem. (HU, GE4: as credits only, not an area.) *Beckley.*

*Fall, Spring*

## Poverty and Human Capability Studies 102

### (1)—Fieldwork in Poverty and Human Capability

*Prerequisites: Permission of the instructor and prerequisite or corequisite: Poverty and Human Capability Studies 101.* Sustained critical reflection on pivotal issues in poverty studies based on supervised volunteer work, journals, and weekly discussions and papers in related to the readings in 101. *Beckley.*

*Fall*

## Poverty and Human Capability Studies 295 (Law 221) (2) Child Abuse and Neglect Seminar

*Prerequisites: Poverty and Human Capability Studies 101 and at least junior standing.* This seminar examines the response of the legal system to issues of child abuse and neglect. Attempts by courts and legislators to define abuse and neglect are reviewed and critiqued. The seminar also explores the legal framework which governs state intervention to protect children from abuse and neglect. Attention is paid to both state and federal law, including the federal constitutional issues which arise in many child abuse and neglect proceedings. Issues relating to the professional responsibilities of lawyers involved in abuse and neglect proceedings are examined. *Shaughnessy.*

*Winter 2008 and alternate years*

## Poverty and Human Capability Studies 423 (Law 391) (3)—Poverty and Human Capability: A Research Seminar

*Prerequisites: Junior standing, Poverty and Human Capability Studies 101, 450 and permission of the instructor.* An inquiry into principal factors or agents responsible for the causes, effects, and remedies of poverty. This examination is conducted through reading appropriate in-depth studies from various disciplines and perspectives, and it culminates with an independent research project into specific aspects of poverty, drawing on students' internships and respective areas of study and looking forward to their professional work. This seminar serves as a capstone for undergraduate poverty studies and includes second- and third-year law students. *Beckley.*

*Winter*

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\*Director of the Shepherd Program in Poverty and Human Capability Studies

**Poverty and Human Capability Studies 450 (0)—  
Shepherd Alliance Summer Internship**

*Pass/fail basis only. Prerequisites: Poverty and Human Capability Studies 101 and successful application for Shepherd Alliance.* Eight-week summer internship working with individuals and communities. Supervised work with agencies in business and economic development, community organizing, education, environmental advocacy, health care, law, religious ministry, and social services that serve impoverished persons and communities. Eight weeks of full-time work is preceded by an orientation to prepare the interns and followed by a closing conference for interns to reflect critically on what they have learned. W&L students work with students from other participating colleges. Students keep journals reflecting on their work. Financial support is available; in rare instances the Shepherd Program director may approve other internship programs to meet this requirement, but approval must be in advance with special conditions and stipulations. *Beckley.*

*Fall*

## PSYCHOLOGY (PSYC)

PROFESSORS LORIG, MARGAND,  
J. SILVEIRA STEWART  
ASSOCIATE PROFESSORS R. STEWART,  
MURDOCK, WHITING, WOODZICKA  
ASSISTANT PROFESSOR FULCHER

### MAJORS

The department offers a **psychology** major leading to either a Bachelor of Arts or a Bachelor of Science degree. The choice of degree program should be determined after consultation with a member of the department. Both degree programs emphasize research methodology and would be appropriate for students interested in pursuing graduate study in psychology or allied fields. The B.S. program places greater emphasis on experimentation and research than does the B.A. program.

*Bachelor of Arts:* The **psychology** major leading to a Bachelor of Arts degree requires completion of 42 credits in psychology and cognate fields distributed as follows:

1. Three courses selected from Psychology 111, 112, 113, and 114
2. Psychology 120, 250, 304, 403, and either Psychology 202 or 210
3. At least one additional course selected from Psychology 150, 202, 210, 215, 230, 235, and 240
4. Two courses selected from Psychology 251, 252, 253, 254, 255, 257, 258, 261, 262, 265, and 269
5. Eight or nine additional credits in psychology or cognate courses approved by the department.

*Bachelor of Science:* The **psychology** major leading to a Bachelor of Science degree requires completion of 49 or 50 credits in psychology and cognate fields distributed as follows:

1. Three courses selected from Psychology 111, 112, 113, and 114
2. Psychology 120, 250, 304, 403, and 473
3. Two courses selected from Psychology 251, 252, 253, 254, 255, 257, 258, 261, 262, 265, and 269
4. Six credits selected from Psychology 351, 352, 353, 354, 355, 357, 361, 362, 365, and 369
5. 12 credits in biology, chemistry, computer science, mathematics, and physics, exclusive of Chemistry 100 and Physics 150 and 151.

*HONORS:* An Honors Program in psychology is offered for qualified students; see department head for details no later than the winter term of the sophomore year.

### Psychology 111 (3)—Brain and Behavior

An introduction to behavioral neuroscience including the physiological bases of sensation, learning and memory, motivation, cognition, and abnormal behavior. (SC, GE6c) *Lorig, J. Silveira Stewart, R. Stewart.*

*Fall, Winter*