EMILY CLAPHAM

Tackling the crisis of adolescent obesity and the ever-growing unhealthy and sedentary youth population is the central focus of the new course GCH 101G: 50 Million Strong. Supporting the national initiative of building a society buoyed by healthy living, health literacy, and health appreciation, Professor Emily Clapham designed this course to teach students about these issues, but more importantly, to engage them as agents of change. Open to all majors, this course is largely centered on an experiential learning component and integrates the health, physical education, and kinesiology disciplines. Students are tasked with creating and implementing a nutrition and physical activity program that is geared towards the K-12 population. This hands-on experience immerses students in the scientific research and lay literature on physical fitness, nutrition, and health-related issues among American youth. With this knowledge, students make informed decisions in developing a program for a particular age group and coordinating with a school or community program to implement their initiative. Students conduct lab exercises testing health apps and devices to determine what information is useful and how to best motivate children to be active and engaged with consistent health behaviors. The culmination of these activities is the group capstone project that puts into action the targeted solutions students have designed. This course reflects the passion that drives Professor Clapham’s research – building formal and informal youth health programs for under-supported populations like children with disabilities. It is her hope that students walk away with a greater appreciation for living and promoting a healthy lifestyle and that they feel empowered to create societal change.

DOUG REED

As a member of the Philosophy Department, it is no surprise that Professor Doug Reed is always considering how philosophy bears on our everyday life and the issues that can overstrain the human experience. What is intriguing and second nature to him, can sometimes seem far removed from everyday life and too abstract for our students. Changing this perception was his motivation for designing PHL 110G: Love and Sex. Once hooked by the provocative title, students embark on a philosophical journey that explores the cultural views and psychological value of issues of consent and gender identity. In this course, students unpack ethical models that define consent and how they can be examined through current societal lenses like the “Me Too” movement. Students also grapple with the multitude of perspectives on gender identity and reflect on the criteria used to judge male and female gender. Whether students are asking five questions about love and what makes it so puzzling and interesting or generating and discussing questions with their families and friends around these issues, Professor Reed’s goal is not to have students find the right answers, but rather for them to learn how to better articulate the questions. The practical outcomes of this intellectual experience are to have students sort out for themselves how they envision love and to figure out what it means before they are in the thick of it. In doing so, it is Professor Reed’s hope that students come to realize that “philosophy helps you articulate, read, and think—you should start with questions and end with even more.”

KIMBERLY PAGE

Ethics and entrepreneurship go hand in hand so it makes perfect sense that in BUS 140G: Power of Business, Instructor Kimberly Page uses ethics as the framework for discussing how to design a successful business plan. On day one, the class considers current businesses that stand out and what it is that makes them so impressive. Over the course of the semester, students discover that ethics is the answer and the necessary foundation as they learn and explore the essential aspects of a business plan. The course is structured autonomously, encouraging students to focus on what interests them in determining the type of small business they would like to start. The application value of this course-long exercise highlights the accessibility of starting a small business and the importance of making informed decisions and building community and personal connections. Instructor Page, a self-proclaimed news junkie, draws on her knowledge as a practicing attorney and works to incorporate personal examples and stories from her own experiences as President of the North Kingstown Food Pantry and a member of the North Kingstown Town Council to help students understand the contemporary ethical issues at the heart of all businesses. “Witnessing that flash moment when the material resonates with students, when they recognize the connections to their own lives and experiences—that is the most rewarding.” This course strives to promote entrepreneurship but even more so, to create an appreciation for small business. With the awareness and understanding of basic marketing and business principles, comes greater appreciations and support for the small ideas that can sometimes inspire.

KRAIS BOVY

Learning from the past and recognizing the human and environmental connections that link history to modern times is one of Professor Kris Bovy’s passions and it is this awareness, curiosity, and appreciation she hopes to ignite in students taking APG 202: Introduction to Archeology. Often times’ students are unaware of where or how civilization came to be. Some are disappointed that this archeology course is not about discovering dinosaurs or mummies, but most are surprised and excited to learn about new civilizations. Professor Bovy strives to expand students’ basic knowledge of archeology and focuses the course where civilization first began however, not the places we normally hear good things about such as Iraq or Pakistan. She “enjoys showing students the value of cultural exploration and getting them to let go of the misconceptions.” The large lecture setting of the course allows for the diversity of thought and multiple perspectives necessary to challenge these worldviews. With a focus on testing history, students examine hypotheses of the past and explore ways to test if these ideas are accurate. Creating a tour guide script is the culminating creative assignment used to facilitate understanding. Students create talking points for a chosen civilization by matching facts known about the area with the techniques used to obtain the information. This exercise in hypothesis testing demonstrates how the use of artifacts such as jewelry, pottery, and tools can provide insight into indigenous people and their culture. For Professor Bovy, it is the shift in how students perceive, reflect on, and value the past that is most gratifying.

PGH 110G

Love and Sex

College of Arts and Sciences