

Sustainability Courses Dickinson College (Spring 2013)

Listed here are courses offered in Spring 2013 that explore social, economic and environmental dimensions of sustainability challenges and solutions. The courses vary in the degree to which sustainability is a focus of study and are classified into two categories. Sustainability Investigations courses, identified by the label *SNV*, engage students in deep and focused study of problems of sustainability as a major emphasis of the course. Sustainability Connections courses, identified by the label *SCON*, engage students in making connections between the main topic of the course and sustainability. Sustainability is related to but is not a major focus of *SCON* courses. In Spring 2013, 21 Sustainability Investigations and 35 Sustainability Connections courses were offered by 28 different departments.

| DEPT | COURSE # | TITLE | DESIGNATION | DESCRIPTION | INSTRUCTOR |
|------|----------|--|-------------|---|-----------------------------------|
| AFST | 220 | Cities & Urban Life in Africa | <i>SCON</i> | This course will focus on the history and historiography of cities and urbanization in Africa from the fourth millennium BC to the present. Readings and discussions will explore urban political and economic conditions; urban location and infrastructure; the sociality of urban life; and urban culture. Cross listed as AFST 220 and HIST 215. | Constanze Weise |
| AFST | 220 | Islam: Africa & Indian Ocean Region | <i>SCON</i> | This lecture/ discussion course surveys the political, social, economic, and religious history of the expansion of Islam to Africa from the Muslim conquest in the seventh and eighth centuries C.E. until ca. 1900 C.E. It looks at the interaction between Muslim North Africa, the Middle East as well as Sub-Saharan and Indian Ocean Africa. We will examine trans-regional trade networks that extended from north of the Sahara and from across the Indian Ocean and which formed an undeniable part of the diffusion of Muslim religious thought and practices to the African Continent. We will further study processes of Islamization in various African regions over the past 1000 + years that were triggered by political as well as social historical processes. We will consider questions such as: What were the main undercurrents of the processes of religious conversion? Did patterns of Islamization differ regionally? Is there an "African Islam" or in other words is there an Africanization of Islam? How did Islam influence the creation and operation of social, political and economic institutions? What impact did Arabic literacy have on African communities in general and educational institutions in particular? What were the big institutions of Islamic learning and what was their influence in African communities? How did Islam impinge on the status of African women across diverse cultures? What influence did Islam have on gender roles within African communities? What did being Muslim mean in the context of the trans-Saharan and the trans-Atlantic slave trades? Throughout the quarter we will consider these questions and learn about a range of key religious, economic, political, social and cultural issues of importance that are attributed to the role of Islam in Africa. We will explore a range of scholarly readings and debates as well as various sources of African history such as poetry, travel narratives, memoirs, legal texts, chronicles, and oral histories. Cross listed as AFST 220, HIST 215 and MEST 200. | Constanze Weise |
| AFST | 220 | Marginalization & Representation | <i>SCON</i> | This course explores the political representation of groups that have historically been marginalized in American society and excluded from the democratic process either through statute or through common practices. In particular, issues of racism, sexism, classism, and homophobia will be addressed. Cross listed as AFST 220 and POSC 290. | Vanessa Tyson |
| AFST | 235 | Introduction to Caribbean Studies | <i>SCON</i> | The greater Caribbean region was at the center of the formation of the modern African Diaspora. Over the years, the Caribbean region has played an influential role in the development of social and cultural movements throughout the African Diaspora. This class will survey the Caribbean, examining its location, population, diversity, and significant role in shaping world events. Students will become familiar with the Caribbean region, its place as a site of empire, and the important role of key intellectuals who were foundational in developing anti-colonial and post-colonial Black consciousness. The course will cover the following areas of inquiry: geography and sociology of the region, key theoretical concepts, leading intellectuals, transforming world events and cultural production. Cross listed as AFST 235 and LALC 122. | Patricia van Leeuwen Moonsammy |
| AFST | 320 | African American Women Writers | <i>SCON</i> | This course examines a range of the literary productions written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Cross listed as AFST 320, ENGL 375 and WGST 300. | Lynn Johnson |
| AFST | 320 | African Women's History | <i>SCON</i> | This course examines the role of women in African societies since the nineteenth century. Lectures and readings will be arranged thematically. Themes include sexuality and reproduction, the household, women's economic activity, political power, religion, colonialism, and democracy. After a discussion of gender, we will analyze pre-colonial production and reproduction, family life and religion in the twentieth century, women's roles in nationalist politics, the politics of female genital mutilation, and the lives of two contemporary African women leaders. Readings, including historical studies and novels, songs, and art, will be drawn from across the cultures and languages of Africa. Cross listed as AFST 320, HIST 374 and WGST 374. | Constanze Weise |
| AFST | 320 | Postcolonial Feminist Science Studies | <i>SCON</i> | This course will provide an introduction to postcolonial feminist critiques of medicine, science, and technology. We will begin by interrogating how ideas of gender, sex, and sexuality are shaped by medical, scientific, and technological discourses. We will continue on to address how these concepts are deployed in reproductive politics, the pharmaceutical industry, healthcare, and the use and dissemination of "modernizing" technology in developing nations. We will then consider the place of women – both as objects of, and active participants in – scientific research projects. We will examine all of these phenomena from cross-cultural perspectives, paying particular attention to the circulation of knowledge and research across the globe, and the relationship between scientific progress and conditions of socio-economic inequality. Cross listed as AFST 320, AMST 301 and WGST 300. | Megan Glick |

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| AMST | 301 | Postcolonial Feminist Science Studies | SCON | This course will provide an introduction to postcolonial feminist critiques of medicine, science, and technology. We will begin by interrogating how ideas of gender, sex, and sexuality are shaped by medical, scientific, and technological discourses. We will continue on to address how these concepts are deployed in reproductive politics, the pharmaceutical industry, healthcare, and the use and dissemination of "modernizing" technology in developing nations. We will then consider the place of women – both as objects of, and active participants in - scientific research projects. We will examine all of these phenomena from cross-cultural perspectives, paying particular attention to the circulation of knowledge and research across the globe, and the relationship between scientific progress and conditions of socio-economic inequality. Cross listed as AMST 301 and WGST 300. | Megan Glick |
| ANTH | 100 | Introduction to Biological Anthropology | SCON | This course provides a comprehensive introduction to the field of biological anthropology. We will examine the development of evolutionary theory. We will then apply evolutionary theory to understand principles of inheritance, familial and population genetics in humans, human biological diversity and adaptations to different environments, behavioral and ecological diversity in nonhuman primates, and the analysis of the human skeleton and fossil record to understand the origin and evolution of the human family. | Maria Bruno James Ellison |
| ANTH | 212 | Development Anthropology | SINV | Sociocultural change, development, and modernization in both Western society and the Third World are examined in terms of theory and practice. Emphasis is on the planning, administration, and evaluation of development projects in agriculture, energy, education, health, and nutrition. The increasingly important role of professional anthropologists and anthropological data is examined in the context of government policies and international business. Offered every other year. | Kjell Enge |
| ANTH | 300 | Archaeological Method and Theory | SINV | Introduction to archaeology: a survey of the history, aims, methodology, theory, and practice of archaeology. The evolution of archaeology from amateur treasure quest and collecting to a complicated science, dedicated to the discovery and study of material remains as well as the exploration and theoretical reconstruction of the past; great discoveries, persons and factors that shaped this transformation in the 19th and 20th century; theories, issues, and trends in archaeological interpretation; application of archaeology towards a greater understanding of our past and present. An introduction to field archaeology and practice: site location, topographical and survey techniques, archaeological excavation techniques for different types of sites; stratigraphy, spatial distribution, seriation; correlation, phasing, absolute and relative chronology; data recording, archaeological drawing (sections, plans, artifacts) and photography; computer applications (including artifact data-base, archaeological matrix, plans and maps, 3-D monument and site reconstructions); relationships between archaeology and related sciences, between material and non-material culture, evidence interpretation and theoretical reconstruction of material remains. Simulated Excavation Field (SEF) practical training; summer field training opportunities at Mycenae (excavation and Museum research) and Scotland. Cross listed as ANTH 300 and ARCH 300. Offered every spring. | Maria Bruno |
| ANTH | 331 | Principles of Human Evolution | SCON | This course offers an intensive examination of the evolution of the human family, from our earliest ancestors to the origin and dispersal of modern humans. We use skeletal biology, geology, and archaeology to understand the human evolutionary record. Offered every spring. | Karen Weinstein |
| ARCH | 318 | Advanced Applications in GIS | SCON | The course is intended as a continuation of the introductory course on Geographic Information Systems, ENST 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques. Cross listed as ARCH 318, ENST 318 and ERSC 318. | James Ciarrocca |
| BIOL | 128 | Field Natural History | SINV | This course will explore local natural history of the Cumberland Valley around Carlisle, Pennsylvania. Students will learn the various groups of prominent organism, both plant and animal, that comprise the natural environment of Cumberland and surrounding counties. Students will become familiar with dichotomous keys to local flora and fauna and complete field investigations of local habitat areas. There are several evening field trips required during the course as well as at least one weekend day trip. | Pamela Van Fleet |
| BIOL | 129 | Changing Ocean Ecosystem W/Lab | SINV | An introduction to the biology of marine communities, including salt marshes and mangroves, intertidal zones, reefs, and deep-sea vents, among others. For each community, the physical characteristics of the environment as well as the physiological adaptations of the resident species will be examined. We will also focus on how marine communities are changing in response to anthropogenic stresses in light of concepts such as diversity indexes, keystone species, and disturbance theory. Selected readings from the primary literature and the popular press are required. Laboratory projects will emphasize experimental design and hypothesis testing. Three hours classroom and three hours laboratory a week. | Michael Potthoff |
| BIOL | 325 | Plant Physiology w/Lab | SINV | A study of plant structure and function, with emphasis on the flowering plants. Includes plant cells and organelles, mineral nutrition, translocation processes, and hormonal regulation of growth, development, and reproduction. Biochemical and environmental aspects of photosynthesis are emphasized. Six hours classroom/laboratory a week. | Thomas Arnold |

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| BIOL | 401 | March to Extinction: The Impact of Climate Change on Biodiversity | <i>SINV</i> | In this course, students and faculty will examine principles of evolution, historical patterns of natural extinction, the current extent of the Holocene/Anthropocene extinction, and evidence concerning the impact of recent climate change on biodiversity, both present and future. We will study proposed designs for enhancing mitigation and adaptation strategies and for protecting and restoring ecosystem resilience. The impact on human communities and livelihoods will be discussed within the larger context of why it matters. In addition to reading the literature and hosting guest speakers, students will each choose a case study to explore in depth through literature and primary research. Students will be responsible for sharing the results of their research in extended presentations which will include their own customized reading assignments and enhancement exercises. There will be an opportunity to attend a weekend field trip to Smith Island in the Chesapeake Bay. Cross listed as ENST 311 and BIOL 401. | Candie Wilderman |
| BIOL | 401 | Wildlife Ecology | <i>SCON</i> | An in-depth study of specialized subject areas of biology. Some recent topics included Experimental Virology, Ornithology, and Histology. Topic, course structure, credit, and instructor will be announced by pre-registration. Offered occasionally. Cross listed as BIOL 401 and ENST 310. | Harold Eugene Wingert |
| BIOL | 412 | Evolving Diversity | <i>SCON</i> | How has the world's diversity of life forms arisen, and what does that diversity mean? Our touchstone will be Leigh Van Valen's (1973) aphorism that "...evolution is the control of development by ecology." We'll investigate how these three fields of biological inquiry inform, support and challenge each other in an integrated approach to understanding organic diversity. We will pay particular attention to the rise of evolutionary developmental biology as a mechanistic framework for generating and constraining diversity of form, and how natural selection operates at multiple levels to yield the diversity that we see in communities of organisms. In addition we will study the changing ways in which humans have categorized living things, and how the meanings of biological diversity contribute to valuation of the natural world. | Anthony Pires |
| EASN | 305 | Nature and the Environment in Japanese Literature and Film | <i>SCON</i> | This course explores the relationship between humanity and nature in Japanese literature and film. Though we will draw from earlier examples, the majority of the course will be focused on the modern era (post 1868). Some topics for exploration include: the role of animals in Japanese culture, nature as a reflection of the self, natural and industrial disasters, and nature in the imagination. As this is a seminar class, it will center on class discussions with evaluation based on participation, a final paper and a final presentation. | Peter Bates |
| ECON | 112 | Introduction to Macroeconomics | <i>SCON</i> | A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon national output, employment, and price levels. The monetary and financial system is explored together with problems of economic stability. Monetary and fiscal policy procedures are analyzed and evaluated in light of the current economic climate. Special attention is given to the historical development of major economic institutions. | Shadrack Mwilaria |
| ECON | 222 | Environmental Economics | <i>SINV</i> | A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. Cross listed as ECON 222 and ENST 222. | Sebastian Berger |
| ECON | 228 | Economic Analysis of Policy | <i>SCON</i> | This course introduces the basic economic techniques used in the analysis of public policy and applies these techniques to a variety of social problems and policies. The economic techniques taught include the analysis of market failure, benefit-cost analysis, and economic impact analysis. Applied topics vary, but are likely to include education and job training, welfare reform, subsidies for the arts, and housing policy for the poor, among others. Whenever possible, this course will include one or more group research projects related to the Central Pennsylvania region. Past projects have included the economic impact of Dickinson College and an analysis of the economic and social conditions in Carlisle's Hope Station neighborhood. Cross listed as ECON 228, LAWP 228 and PMGT 228. | Nicola Tynan |
| ECON | 236 | Latin America Economics | <i>SCON</i> | The goal of this course is to survey the economic history, environment, and institutions of Latin American countries, as well as the current problems facing Latin America and their possible solutions. Among the topics to be considered are the region's colonial heritage, industrialization strategies, agricultural reforms, debt crises, attempts at regional integration (including NAFTA), and efforts to revise the role of the state. | Sebastian Berger |
| ECON | 288 | Contending Economic Perspectives | <i>SCON</i> | A study of heterodox economic theories including radical, post-Keynesian, institutional, steady state, and neo-Austrian economics. The historical evolution of these different perspectives is traced and the core theory and methods of each is appraised. | Mesude Kongar |
| ECON | 371 | Topics in Economic History | <i>SCON</i> | This course introduces students to a variety of controversial issues in European and United States economic history. Topics include: causes and consequences of the Industrial Revolution, poverty and poor relief in Britain, economics of slavery, the rise of American capitalism, causes and consequences of the Great Depression. Emphasis is on issues in 19th and 20th century British and U.S. economic history. A variety of theoretical perspectives are explored. This course may be taught as a standard or Writing Intensive elective. | Nicola Tynan |

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| ECON | 496 | Political Economy of Health | SCON | In a world of unprecedented wealth, the average life-expectancy in some parts of the world is 41 years. Almost 2 million children die each year because they lack access to clean water and adequate sanitation. 100 million women are not alive today due to unequal access to health care and economic resources. In the United States, infant mortality rates are significantly higher among African-Americans. What are the political and economic conditions which lead to these differences in well-being across and within nations? What are the relationships between health and macroeconomic "ills" such as poverty, unemployment, recession, foreign debt, environmental degradation, and socio-economic inequalities between nations, genders, and races? How does globalization affect women and men in different parts of the world? In this course, we will try to answer these and other questions as we analyze the relationships between health and political and economic conditions world populations face today. We will also discuss alternative national and international policies that aim at promoting health in a globalized world. | Mesude Kongar |
| ENGL | 360 | Ecocriticism: An Introduction | SINV | Ecocriticism is a recent form of literary and cultural interpretation that has emerged out of emphasis on the relationship between humans and the natural environment. Ecocritics emphasize the role played by nonhuman nature in a wide range of texts, literary and otherwise. They also interrogate the ways that human interactions with nature (plants, animals, geology, landscapes) have affected human life and the natural world. Many ecocritics have environmentalist or preservationist agendas; others are more interested in the philosophical and cultural implications of human understanding of and impact on the natural environment. We will set literary works in dialogue with scientists and nature writers of the past two centuries and will examine the current importance (as well as the controversial aspects) of ecocritical ideas. We will emphasize the role played by literature in the development of our own assumptions and values. The course will also focus attention on critical approaches and literary methods and will help students to develop more sophisticated research skills as they move toward the senior seminar year. | B Ashton Nichols |
| ENGL | 375 | African American Women Writers | SCON | This course examines a range of the literary productions written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Cross listed as ENGL 375 and WGST 300. | Lynn Johnson |
| ENST | 130 | Introduction to Environmental Science: Energy, Waste, and Human Health | SINV | An integrated, interdisciplinary study of environmental disruption and management where the application of natural science principles informs and management where the application of natural science principles informs and understanding of human-environmental interaction. Emphasis will be on the study of energy procurement and use, waste management, and human population dynamics and environmental health. Field study includes travel to industrial, mining, and agribusiness sites. Laboratory work includes using public databases for documentation of toxic releases and human health effects; and the generation, measurement, and use of renewable energy resources. | Michael Beevers |
| ENST | 132 | Foundations of Environmental Science | SINV | An integrated, interdisciplinary study of environmental disruption and management. Emphasis will be on the study of energy procurement, waste management, and human environmental health. Field study includes travel to industrial, mining, and agribusiness sites. Laboratory work includes using federal databases for documentation of toxic releases and human health effects and the generation, measurement, and use of renewable energy resources. This course is designed for students with a special interest in Environmental Studies and will focus on quantitative and qualitative methods for environmental analysis and critical thinking in preparation for future study. | Brian Pedersen |
| ENST | 206 | American Environmental History | SCON | Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North American environment from the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement. | Emily Pawley |
| ENST | 215 | Jewish Environmental Ethics | SCON | Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions, advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. Is Judaism really to blame for the world's environmental woes? In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (ie, Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies. Cross listed with ENST 215, JDST 215 and RELG 215. | Andrea Lieber |
| ENST | 220 | Environmental Geology | SINV | A survey of humankind's interaction with the physical environment focusing on geologic processes. The importance of geologic materials such as soils, sediments and bedrock, and natural resources will be discussed in the context of world population. Natural hazards (floods, earthquakes, volcanoes, coastal erosion, and landslides) will be studied to understand how we can minimize their threat. Land use and abuse including natural resource exploitation and pollution will be discussed in the context of geologic information for proper land-use planning. Labs will emphasize field study of environmental problems in the Cumberland Valley. Cross listed as ERSC 220 and ENST 220. | Jeffrey Niemitz |

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| ENST | 222 | Environmental Economics | <i>SINV</i> | A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. Cross listed as ECON 222 and ENST 222. | Sebastian Berger |
| ENST | 310 | Wildlife Ecology | <i>SCON</i> | An in-depth study of specialized subject areas of biology. Some recent topics included Experimental Virology, Ornithology, and Histology. Topic, course structure, credit, and instructor will be announced by preregistration. Offered occasionally. Cross listed as ENST 310 and BIOL 401 | Harold Eugene Wingert |
| ENST | 311 | Food and American Environment | <i>SCON</i> | This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross listed as ENST 311 and HIST 211. | Emily Pawley |
| ENST | 311 | March to Extinction: The Impact of Climate Change on Biodiversity | <i>SINV</i> | In this course, students and faculty will examine principles of evolution, historical patterns of natural extinction, the current extent of the Holocene/Anthropocene extinction, and evidence concerning the impact of recent climate change on biodiversity, both present and future. We will study proposed designs for enhancing mitigation and adaptation strategies and for protecting and restoring ecosystem resilience. The impact on human communities and livelihoods will be discussed within the larger context of why it matters. In addition to reading the literature and hosting guest speakers, students will each choose a case study to explore in depth through literature and primary research. Students will be responsible for sharing the results of their research in extended presentations which will include their own customized reading assignments and enhancement exercises. There will be an opportunity to attend a weekend field trip to Smith Island in the Chesapeake Bay. Cross listed as ENST 311 and BIOL 401. | Candie Wilderman |
| ENST | 311 | Sustainability: Social Justice and Human Rights | <i>SINV</i> | History "is a crab scuttling sideways, a drip of soft water wearing away stone, an earthquake breaking centuries of tension." (Solnit, Rebecca, Hope in the Dark, 2004). This course will examine the importance of the environmental movement and broader definitions of sustainability. We will explore examples of direct action, of serendipitous change, and of world-changing events that have moved us more clearly toward an understanding of "our" shared future on this planet. We will survey the issues connected to sustainable systems and will focus more specifically on issues related to food, water and energy. Through readings, film, and experiential activities the course will challenge us to analyze the impact of various actors and assess our own responsibility. Cross-listed as ENST 311 and SOCI 230. | Joyce Bylander |
| ENST | 318 | Advanced Applications in GIS | <i>SCON</i> | The course is intended as a continuation of the introductory course on Geographic Information Systems, ENST 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques. Cross listed as ARCH 318, ENST 318 and ERSC 318. | James Ciarrocca |
| ENST | 330 | Environmental Policy | <i>SINV</i> | This course examines the effect of environmental policies on environmental quality, human health and/or the use of natural resources at local, national and international levels. It considers the ways scientific knowledge, economic incentives and social values merge to determine how environmental problems and solutions are defined, how risks are assessed and how and why decisions are made. The course examines a range of tools, processes and patterns inherent in public policy responses and covers issues ranging from air and water pollution and toxic and solid waste management to energy use, climate change and biodiversity protection. A combination of lectures, case studies, laboratory exercises and field trips will be used. | Roger Turner |
| ENST | 335 | Analysis and Management of the Aquatic Environment | <i>SINV</i> | An interdisciplinary study of the aquatic environment, with a focus on the groundwater and surface waters of the Chesapeake Bay drainage basin. This course provides a scientific introduction to the dynamics of rivers, lakes, wetlands, and estuarine systems as well as an appreciation of the complexity of the political and social issues involved in the sustainable use of these aquatic resources. Students conduct an original, cooperative, field-based research project on a local aquatic system that will involve extensive use of analytical laboratory and field equipment. Extended field trips to sample freshwater and estuarine systems and to observe existing resource management practices are conducted. Three hours classroom and four hours laboratory a week. Generally offered in the fall in a two-year alternating sequence with 340. | Candie Wilderman |

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| ENST | 406 | Infrastructure & Sustainability | <i>SINV</i> | <p>Infrastructures like water systems, electrical grids, and road networks are essential to maintaining the health and productivity of urban populations characteristic of the industrialized world. They also drive natural resource consumption and represent the largest investments made by societies. During an era of increasing government austerity marked by an ideological opposition to the provision of public services, infrastructures present a compelling set of challenges at the intersection of engineering, environmental protection and public policy. This course will explore ways to make infrastructures more sustainable--ecologically, financially, and politically. Using theoretical perspectives developed in Science, Technology and Society (STS), we will seek to understand and engage with the technological systems that underlie life here in Carlisle.</p> | Roger Turner |
| ERSC | 141 | Planet Earth | <i>SCOV</i> | <p>A study of plate tectonics with emphasis on ancient and modern geological processes associated with mountain building. The course builds knowledge through field and classroom studies of Appalachian geology, and by comparison of the Appalachians with active mountain belts in South America, Indonesia, and Asia. The course also develops a geologic understanding of the seismic and volcanic hazards associated with mountain building. The overall aim of the course is to illustrate the historical, predictive, and practical aspects of geologic principles and reasoning in scientific and societal contexts.</p> | Peter Sak |
| ERSC | 142 | Earth History | <i>SCOV</i> | <p>A study of the origin and evolution of the Earth, continents, atmosphere, ocean, and life over 4.6 billion years of Earth history. Topics will include deep time; plate tectonics and mountain building; continental position, ocean circulation, and climate change; expansion of biodiversity from single cells to higher order plants and animals including the rise of humans; mass extinctions; the theory of evolution; and the influence of historic earth processes on the formation of mineral and energy resources. Labs and Field trips will test geological and paleontological hypotheses regarding the reconstruction and interpretation of ancient sedimentary environments and biomes in the local area. Three hours classroom and three hours laboratory a week. This course fulfills either the DIV III lab science or QR distribution requirement.</p> | Marcus Key |
| ERSC | 202 | Energy Resources | <i>SINV</i> | <p>The study of the origin, geologic occurrence, and distribution of petroleum, natural gas, coal, and uranium. Discussions include the evaluation and exploitation, economics, law, and the environmental impact of these resources and their alternatives, including geothermal, wind, solar, tidal, and ocean thermal power. Offered every other year.</p> | Marcus Key |
| ERSC | 220 | Environmental Geology | <i>SINV</i> | <p>A survey of humankind's interaction with the physical environment focusing on geologic processes. The importance of geologic materials such as soils, sediments and bedrock, and natural resources will be discussed in the context of world population. Natural hazards (floods, earthquakes, volcanoes, coastal erosion, and landslides) will be studied to understand how we can minimize their threat. Land use and abuse including natural resource exploitation and pollution will be discussed in the context of geologic information for proper land-use planning. Labs will emphasize field study of environmental problems in the Cumberland Valley. Cross listed as ERSC 220 and ENST 220.</p> | Jeffrey Niemitz |
| ERSC | 318 | Advanced Applications in GIS | <i>SCOV</i> | <p>The course is intended as a continuation of the introductory course on Geographic Information Systems, ENST 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques. Cross listed as ARCH 318, ENST 318, and ERSC 318.</p> | James Ciarrocca |
| GERM | 210 | Exploring German Cultures | <i>SCOV</i> | <p>In this course, students learn about key periods and topics of German-speaking cultures in their historical contexts. The course exposes students to various cultural forms such as music, literature, art, and patterns of daily life. It provides students with a basic level of understanding of German cultures and allows them to reflect on German cultures in English. As the country in which the concept of sustainability was first described in early 19th century forestry, Germany is today one of the places more advanced in sustainable developments. This course will take a look at both the history and the current situation.</p> | Antje Pfannkuchen |
| HIST | 204 | Introduction to Historical Methodology | <i>SCOV</i> | <p>Local archives and libraries serve as laboratories for this project-oriented seminar that introduces beginning majors to the nature of history as a discipline, historical research techniques, varied forms of historical evidence and the ways in which historians interpret them, and the conventions of historical writing.</p> | Emily Pawley |
| HIST | 206 | American Environmental History | <i>SCOV</i> | <p>Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North America environment from the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement. Cross listed as HIST 206 and ENST 206.</p> | Emily Pawley |

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| HIST | 211 | Food and American Environment | SCON | This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross listed as ENST 311 and HIST 211. | Emily Pawley |
| HIST | 215 | Cities & Urban Life in Africa | SCON | This course will focus on the history and historiography of cities and urbanization in Africa from the fourth millennium BC to the present. Readings and discussions will explore urban political and economic conditions; urban location and infrastructure; the sociality of urban life; and urban culture. Cross-listed as HIST 215 and AFST 220. | Constanze Weise |
| HIST | 215 | Islam: Africa & Indian Ocean Region | SCON | This lecture/discussion course surveys the political, social, economic, and religious history of the expansion of Islam to Africa from the Muslim conquest in the seventh and eighth centuries C.E. until ca. 1900 C.E. It looks at the interaction between Muslim North Africa, the Middle East as well as Sub-Saharan and Indian Ocean Africa. We will examine trans-regional trade networks that extended from north of the Sahara and from across the Indian Ocean and which formed an undeniable part of the diffusion of Muslim religious thought and practices to the African Continent. We will further study processes of Islamization in various African regions over the past 1000 + years that were triggered by political as well as social historical processes. We will consider questions such as: What were the main undercurrents of the processes of religious conversion? Did patterns of Islamization differ regionally? Is there an "African Islam" or in other words is there an Africanization of Islam? How did Islam influence the creation and operation of social, political and economic institution? What impact did Arabic literacy have on African communities in general and educational institutions in particular? What were the big institutions of Islamic learning and what was their influence in African communities? How did Islam impinge on the status of African women across diverse cultures? What influence did Islam have on gender roles within African communities? What did being Muslim mean in the context of the trans-Saharan and the trans-Atlantic slave trades? Throughout the quarter we will consider these questions and learn about a range of key religious, economic, political, social and cultural issues of importance that are attributed to the role of Islam in Africa. We will explore a range of scholarly readings and debates as well as various sources of African history such as poetry, travel narratives, memoirs, legal texts, chronicles, and oral histories. Cross listed as HIST 374, AFST 220, HIST 215 and MEST 200. | Constanze Weise |
| HIST | 374 | African Women's History | SCON | This course examines the role of women in African societies since the nineteenth century. Lectures and readings will be arranged thematically. Themes include sexuality and reproduction, the household, women's economic activity, political power, religion, colonialism, and democracy. After a discussion of gender, we will analyze pre-colonial production and reproduction, family life and religion in the twentieth century, women's roles in nationalist politics, the politics of female genital mutilation, and the lives of two contemporary African women leaders. Readings, including historical studies and novels, songs, and art, will be drawn from across the cultures and languages of Africa. Cross-listed with HIST 374 and WGST 374. | Constanze Weise |
| INBM | 100 | Fundamentals of Business | SCON | This course features an introductory focus on a wide range of business subjects including the following: business in a global environment; forms of business ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making; ethics; marketing; accounting; management information systems; human resources; finance; business law; taxation; uses of the internet in business; and how all of the above are integrated into running a successful business. You will learn how a company gets ideas, develops products, raises money, makes its products, sells them and accounts for the money earned and spent. This course will not fulfill a distribution requirement. | Won Yong Kim Helen Takacs and Michael Poulton |
| INBM | 300 | Cases in Social Entrepreneurship and Sustainability | SINV | This course uses a case-based approach to study enterprises that have the dual purpose of creating social and private value. Through a set of international cases, students learn how nonprofits organizations, for-profit start-ups, and projects in large multinational corporations are addressing issues of social justice and environmental sustainability. Course topics include mission-driven management, microfinance, base of the pyramid strategies, economically viable business models, impact measurement, and scaling up and financing social ventures. The course also provides an opportunity for students to explore their own power and potential for solving social problems. | Helen Takacs |
| INBM | 300 | Comparative Business Ethics | SCON | A course for IB&M majors dealing with the ethical interface of business and its international stakeholders in a variety of cultural environments. The course will focus on the contemporary realities of business people who must work in culturally diverse arenas when resolving personal and social ethical questions. As future employees and managers, students must be aware of the possible results of their actions and understand the sometimes fine ethical balance needed in reconciling the needs of the enterprise, the demands of foreign business practice, and their own principles. The course will be conducted primarily through case work as well as discussion and mock "courts of public opinion." | Michael Poulton |

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| INBM | 300 | Cross-Sector Collaboration: Sustainability and Security in US-India Relations | SINV | In this Course, we will address the following question: Within the context of the US-India strategic relationship and in light of the national interests shared by both countries, what factors will contribute to the success of cross-sector collaborative initiatives intended to address challenges associated with sustainable development? We will explore five developments that motivate the question. First, leaders of organizations in all sectors, including government agencies, businesses, and non-profit organizations are all confronted with increasing complexity, and recognize that to make progress on tough problems, they must collaborate. Second, in some cases, that increasing complexity is associated with issues that one might associate with "sustainability" or "sustainable development." Third, concerns about sustainability and the need to promote sustainable development now inform much thinking about national security affairs. Fourth, while a range of challenges still confront the national leadership of India, over the past two decades, the country has come to command a more important role on the global stage. Fifth, ties between the U.S. and India have recently grown stronger and the countries have launched a range of joint initiatives. Cross listed as INBM 300 and INST 290. | Michael Fratantuono David M Sarcone |
| INST | 290 | Cross-Sector Collaboration: Sustainability and Security in US-India Relations | SINV | In this Course, we will address the following question: Within the context of the US-India strategic relationship and in light of the national interests shared by both countries, what factors will contribute to the success of cross-sector collaborative initiatives intended to address challenges associated with sustainable development? We will explore five developments that motivate the question. First, leaders of organizations in all sectors, including government agencies, businesses, and non-profit organizations are all confronted with increasing complexity, and recognize that to make progress on tough problems, they must collaborate. Second, in some cases, that increasing complexity is associated with issues that one might associate with "sustainability" or "sustainable development." Third, concerns about sustainability and the need to promote sustainable development now inform much thinking about national security affairs. Fourth, while a range of challenges still confront the national leadership of India, over the past two decades, the country has come to command a more important role on the global stage. Fifth, ties between the U.S. and India have recently grown stronger and the countries have launched a range of joint initiatives. Cross-listed as INBM 300 and INST 290. | Michael Fratantuono David M Sarcone |
| JDST | 215 | Jewish Environmental Ethics | SCON | Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions, advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. Is Judaism really to blame for the world's environmental woes? In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (ie, Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies. Cross listed with ENST 215, JDST 215 and RELG 215. | Andrea Lieber |
| LALC | 122 | Introduction to Caribbean Studies | SCON | The greater Caribbean region was at the center of the formation of the modern African Diaspora. Over the years, the Caribbean region has played an influential role in the development of social and cultural movements throughout the African Diaspora. This class will survey the Caribbean, examining its location, population, diversity, and significant role in shaping world events. Students will become familiar with the Caribbean region, its place as a site of empire, and the important role of key intellectuals who were foundational in developing anti-colonial and post-colonial black consciousness. The course will cover the following areas of inquiry: geography and sociology of the region, key theoretical concepts, leading intellectuals, transforming world events and cultural production. Cross listed as AFST 235 and LALC 122 | Patricia van Leeuwen Moonsammy |
| LALC | 200 | Border Feminisms | SCON | An examination of the cultural and theoretical production generated by and about women inhabiting the Mexico-U.S. border. Historically, this two-thousand-mile-long geographical zone has witnessed vibrant crossings of peoples, capital, and ideas, a condition that resonates powerfully in the cultural and political life of both nations. The course traces the workings of power that continue to mediate these flows along the lines of nationality, race, ethnicity, gender, sexuality and class. Readings include works on feminist, gender, border, and visual theories as well as a selection of films, songs, artwork, performances, photography, murals, and fiction. Cross listed with LALC 200 and WGST 202. | Gloria Garcia |
| LALC | 236 | Latin America Economics | SCON | The goal of this course is to survey the economic history, environment, and institutions of Latin American countries, as well as the current problems facing Latin America and their possible solutions. Among the topics to be considered are the region's colonial heritage, industrialization strategies, agricultural reforms, debt crises, attempts at regional integration (including NAFTA), and efforts to revise the role of the state. | Sebastian Berger |
| LAWP | 228 | Economic Analysis of Policy | SCON | This course introduces the basic economic techniques used in the analysis of public policy and applies these techniques to a variety of social problems and policies. The economic techniques taught include the analysis of market failure, benefit-cost analysis, and economic impact analysis. Applied topics vary, but are likely to include education and job training, welfare reform, subsidies for the arts, and housing policy for the poor, among others. Whenever possible, this course will include one or more group research projects related to the Central Pennsylvania region. Past projects have included the economic impact of Dickinson College and an analysis of the economic and social conditions in Carlisle's Hope Station neighborhood. Cross-listed as ECON 228, LAWP 228 and PMGT 228. | Nicola Tynan |

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| MEST | 200 | Islam: Africa & Indian Ocean Region | SCON | This lecture/ discussion course surveys the political, social, economic, and religious history of the expansion of Islam to Africa from the Muslim conquest in the seventh and eighth centuries C.E. until ca. 1900 C.E. It looks at the interaction between Muslim North Africa, the Middle East as well as Sub-Saharan and Indian Ocean Africa. We will examine trans-regional trade networks that extended from north of the Sahara and from across the Indian Ocean and which formed an undeniable part of the diffusion of Muslim religious thought and practices to the African Continent. We will further study processes of Islamization in various African regions over the past 1000 + years that were triggered by political as well as social historical processes. We will consider questions such as: What were the main undercurrents of the processes of religious conversion? Did patterns of Islamization differ regionally? Is there an "African Islam" or in other words is there an Africanization of Islam? How did Islam influence the creation and operation of social, political and economic institution? What impact did Arabic literacy have on African communities in general and educational institutions in particular? What were the big institutions of Islamic learning and what was their influence in African communities? How did Islam impinge on the status of African women across diverse cultures? What influence did Islam have on gender roles within African communities? What did being Muslim mean in the context of the trans-Saharan and the trans-Atlantic slave trades? Throughout the quarter we will consider these questions and learn about a range of key religious, economic, political, social and cultural issues of importance that are attributed to the role of Islam in Africa. We will explore a range of scholarly readings and debates as well as various sources of African history such as poetry, travel narratives, memoirs, legal texts, chronicles, and oral histories. Cross listed with AFST 220, HIST 215 and MEST 200. | Constanze Weise |
| PHYS | 102 | Meteorology | SCON | The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. Does not count toward a physics major. Because of the similarity in course content, students will not receive graduation credit for both 102 and 202. | Windsor Morgan |
| PHYS | 132 | Introductory Physics | SCON | An introduction to basic physics topics using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Topics in thermodynamics, electricity, electronics and magnetism are covered. Additional topics in chaos or nuclear radiation are introduced. Basic calculus concepts are used throughout the course. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study. Three two-hour sessions per week. (Students enrolled in Physics 132 who have completed Mathematics 161 are encouraged to continue their mathematics preparation while taking physics by enrolling in Mathematics 162.) Because of the similarity in course content, students will not receive graduation credit for both 132 and 142. | Lars English Hans Pfister |
| PHYS | 314 | Energy & Environmental Physics | SINV | A project-oriented approach to the study of the thermodynamics of fossil fuel engines and devices, the physics of solar and other alternative energy sources, energy conservation principles, the physics of nuclear fission reactors and nuclear fusion research, the physics of the atmosphere, air pollution, global climate change, and ozone depletion. Examples of projects include: energy conservation analysis, and the design, construction and testing of modern wind turbines or solar energy sources. Offered every two years. | Hans Pfister |
| PMGT | 228 | Economic Analysis of Policy | SCON | This course introduces the basic economic techniques used in the analysis of public policy and applies these techniques to a variety of social problems and policies. The economic techniques taught include the analysis of market failure, benefit-cost analysis, and economic impact analysis. Applied topics vary, but are likely to include education and job training, welfare reform, subsidies for the arts, and housing policy for the poor, among others. Whenever possible, this course will include one or more group research projects related to the Central Pennsylvania region. Past projects have included the economic impact of Dickinson College and an analysis of the economic and social conditions in Carlisle's Hope Station neighborhood. Cross listed as ECON 228, LAWP 228 and PMGT 228. | Nicola Tynan |
| POSC | 290 | Marginalization & Representation | SCON | This course explores the political representation of groups that have historically been marginalized in American society and excluded from the democratic process either through statute or through common practices. In particular, issues of racism, sexism, classism, and homophobia will be addressed. Cross listed with POSC 290. | Vanessa Tyson |
| RELG | 110 | Religion and Modern Culture | SCON | Drawing upon popular examples from film, drama, and narrative, as well as critical essays, the course explores both the religious dimensions of modern culture myth, sacred space and time, nature spirituality and the cultural contexts of contemporary theologies gender, race, economics. | Mara Donaldson |
| RELG | 215 | Jewish Environmental Ethics | SCON | Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions, advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. Is Judaism really to blame for the world's environmental woes? In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (ie, Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies. Cross listed with ENST 215, JDST 215 and RELG 215. | Andrea Lieber |

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| SCIE | 301 | Sustainability Science | <i>SINV</i> | This course explores the role of science in environmental sustainability. Particular emphasis will be placed on population growth, biodiversity, renewable vs. nonrenewable natural resources (e.g., water, soil, energy, minerals), and temporal limits of nonrenewable natural resources (e.g., peak oil). Intercultural differences in perspective on sustainability issues will be examined between the UK, EU, and US. | Grant Braught |
| SOCI | 238 | Consumer Culture | <i>SCON</i> | The sociology of consumerism is a major specialty in European sociology, and is only recently receiving attention by American sociologists. In this class, we will examine the increasing importance of consumerism in daily life and the degree to which culture has become commercialized. We will discuss the sign value of commodities, as well as the shift from a stratification system based on the relationship of the means of production to one based on styles and patterns of consumption. We will also concern ourselves with the relationships between consumption and more traditional sociological concerns such as gender, race, and social class. Offered every two years. | Dan Schubert |
| SOCI | 230 | Sustainability: Social Justice and Human Rights | <i>SINV</i> | History "is a crab scuttling sideways, a drip of soft water wearing away stone, an earthquake breaking centuries of tension." (Solnit, Rebecca, Hope in the Dark, 2004). This course will examine the importance of the environmental movement and broader definitions of sustainability. We will explore examples of direct action, of serendipitous change, and of world-changing events that have moved us more clearly toward an understanding of "our" shared future on this planet. We will survey the issues connected to sustainable systems and will focus more specifically on issues related to food, water and energy. Through readings, film, and experiential activities the course will challenge us to analyze the impact of various actors and assess our own responsibility. Cross-listed as ENST 311 and SOCI 230. | Joyce Bylander |
| SPAN | 231 | Sustainability in the Context of Hispanic Cultures | <i>SINV</i> | This section of Spanish 231 will examine the concept of sustainability in the context of Hispanic cultures and will examine its social, economic, and environmental components. The class will begin with a two-week trip to Cuba to study food security and sustainable urban agriculture in La Havana. Upon return to campus students will develop projects related to their experience in Cuba and also continue with other sustainability case studies. The course will include readings by noted Hispanic authors such as Homero Aridjis, Pablo Neruda, Mario Vargas Llosa, and Miguel Delibes, among others. Readings will develop an understanding of how our relation to the environment is expressed in Spanish and discussion of readings will help students develop critical thinking skills. By the end of the course, students should have a basic understanding of the principal historical and cultural contexts that orient considerations of sustainability in the Hispanic world. They will also have developed an ability to express ideas and formulate responses to sustainability issues with appropriate vocabulary, both orally and in writing. | Asuncion Arnedo Aldrich |
| SUST | 490 | Baird Honors Colloquium | <i>SINV</i> | The course is an honors colloquium for seniors who are candidates to be Baird Sustainability Fellows. Students and faculty will explore a variety of questions about sustainability in this team taught, interdisciplinary seminar style course. The colloquium will feature readings and guest talks by Bill McKibben, David Orr, Michael Shellenberger, and Peter and Ruth Bechtel. The colloquium is a half-credit course and will meet for 75 minutes each week. | Neil Leary John Henson Jeffrey Niemitz Julie Vastine |
| THDA | 210 | The Luminous Stage: Lighting Design, Projection, and Theatre Electrics | <i>SCON</i> | Explore the craft of lighting and projection for live performance. We will discover how to sculpt and define space, time, and the human body through the creative use of controlled light. | Stewart Farrar |
| WGST | 200 | Introduction to Women's and Gender Studies | <i>SCON</i> | This is an interdisciplinary course, integrating literature, economics, sociology, psychology, history, anthropology, and geography. This course will focus on historical and contemporary representations of women. It will also examine the varied experiences of women, with attention to the gendered dynamics of family, work, sexuality, race, religion, socioeconomic class, labor, and feminism. This course will fulfill the Division II distribution requirement. | Stephanie Gilmore |
| WGST | 202 | Border Feminisms | <i>SCON</i> | An examination of the cultural and theoretical production generated by and about women inhabiting the Mexico-U.S. border. Historically, this two-thousand-mile-long geographical zone has witnessed vibrant crossings of peoples, capital, and ideas, a condition that resonates powerfully in the cultural and political life of both nations. The course traces the workings of power that continue to mediate these flows along the lines of nationality, race, ethnicity, gender, sexuality and class. Readings include works on feminist, gender, border, and visual theories as well as a selection of films, songs, artwork, performances, photography, murals, and fiction. Cross listed with LALC 200 and WGST 202. | Gloria Garcia |
| WGST | 300 | African American Women Writers | <i>SCON</i> | This course examines a range of the literary productions written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Cross listed with ENGL 375 and WGST 300. | Lynn Johnson |

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| WGST | 300 | Postcolonial Feminist Science Studies | <i>SCON</i> | <p>This course will provide an introduction to postcolonial feminist critiques of medicine, science, and technology. We will begin by interrogating how ideas of gender, sex, and sexuality are shaped by medical, scientific, and technological discourses. We will continue on to address how these concepts are deployed in reproductive politics, the pharmaceutical industry, healthcare, and the use and dissemination of “modernizing” technology in developing nations. We will then consider the place of women – both as objects of, and active participants in - scientific research projects. We will examine all of these phenomena from cross-cultural perspectives, paying particular attention to the circulation of knowledge and research across the globe, and the relationship between scientific progress and conditions of socio-economic inequality. Cross listed with AMST 301 and WGST 300.</p> | Megan Glick |
| WGST | 374 | African Women's History | <i>SCON</i> | <p>This course examines the role of women in African societies since the nineteenth century. Lectures and readings will be arranged thematically. Themes include sexuality and reproduction, the household, women's economic activity, political power, religion, colonialism, and democracy. After a discussion of gender, we will analyze pre-colonial production and reproduction, family life and religion in the twentieth century, women's roles in nationalist politics, the politics of female genital mutilation, and the lives of two contemporary African women leaders. Readings, including historical studies and novels, songs, and art, will be drawn from across the cultures and languages of Africa. Cross listed with HIST 374 and WGST 374.</p> | Constanze Weise |