

## Sustainability Courses Dickinson College (Fall 2012)

Listed here are courses offered in Fall 2012 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 **SINV**, engage students in a deep and focused study of problems with 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 Fall 2012, 15 Sustainability Investigations and 38 Sustainability Connections courses are offered by 23 different departments.

| DEPT | COURSE | TITLE                                          | DESIGNATION | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | INSTRUCTOR              |
|------|--------|------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| AFST | 310-02 | <b>Race, Gender and the Body</b>               | SCON        | This course will explore the relationship between race, gender, and the body. In cultural studies, we often think of race and gender as "social constructions." But what does it mean to inhabit a racialized and gendered body? What is the relationship between the lived experience and social meaning of racial and gender difference? Taking these questions as starting points, the course will examine ideas of race, gender, and the body in several forums: popular culture; medicine and science; law and the history of jurisprudence; politics; and socio-spatial institutions. We will also explore intersectionalities between race, gender, and other categories of bodily difference, including: sexuality, age, able-bodiedness, and weight. Over the course of the term, students will have the opportunity to engage with a variety of interdisciplinary perspectives and source materials. Cross-listed with AMST 301-01, AFST 310-02 and WGST 300-01. | Megan H. Glick          |
| AMST | 200-01 | <b>American Capitalism and Social Justice</b>  | SCON        | Designed for those interested in social activism and social justice, this course draws on critical perspectives from Political Economy, American Studies, and Sociology to examine how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations, and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions, such as the media, that shape American culture. Looking beyond capitalism, social movements for greater social and economic justice, and greater economic and political democracy are also examined. Cross-listed with AMST 200-01, ECON 223-01 and SOCI 230-04.                                                                                                                                                                  | Andrew J. Farrant       |
| AMST | 301-01 | <b>Race, Gender and the Body</b>               | SCON        | This course will explore the relationship between race, gender, and the body. In cultural studies, we often think of race and gender as "social constructions." But what does it mean to inhabit a racialized and gendered body? What is the relationship between the lived experience and social meaning of racial and gender difference? Taking these questions as starting points, the course will examine ideas of race, gender, and the body in several forums: popular culture; medicine and science; law and the history of jurisprudence; politics; and socio-spatial institutions. We will also explore intersectionalities between race, gender, and other categories of bodily difference, including: sexuality, age, able-bodiedness, and weight. Over the course of the term, students will have the opportunity to engage with a variety of interdisciplinary perspectives and source materials. Cross-listed with AMST 301-01, AFST 310-02 and WGST 300-01. | Megan H. Glick          |
| ANTH | 100-01 | <b>Introduction to Biological Anthropology</b> | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                        | Karen J. Weinstein      |
| ANTH | 101-01 | <b>Anthropology for the 21st Century</b>       | SCON        | The primary focus is on cultural anthropology, or the comparative study of human diversity across cultures. Guest lecturers will also contribute perspectives from other subfields within anthropology, namely archaeology, biological anthropology, and linguistic anthropology. The goal is to demonstrate how anthropological perspectives enlighten our understanding of contemporary social phenomena and problems, highlighting the relevance of anthropology to everyday lives and especially to issues of human diversity.                                                                                                                                                                                                                                                                                                                                                                                                                                         | Kjell I. Enge           |
| ANTH | 110-01 | <b>Archaeology and World Prehistory</b>        | SCON        | Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world. Cross-listed with ANTH 110-01 and ARCH 110-01.                                                                                                                                                                                                                                                                                                                                                                          | Maria C. Bruno          |
| ANTH | 222-01 | <b>Contemporary Peoples of Latin America</b>   | SCON        | An examination of the life of present-day primitive and peasant peoples of Middle and South America. These societies are seen holistically, and as they relate to urban and state centers. Offered every other year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Kjell I. Enge           |
| ANTH | 223-01 | <b>Native Peoples of Eastern North America</b> | SCON        | A survey of major development among Native Americans east of the Mississippi River from approximately A.D. 1500 to the present, using the interdisciplinary methodologies of ethnohistory. Topics to be addressed include 16th and 17th century demographic, economic, and social consequences of contact with European peoples, 18th century strategies of resistance and accommodation, 19th century government removal and cultural assimilation policies, and 20th century cultural and political developments among the regions surviving Indian communities. Cross-listed with ANTH 223-01, AMST 301G and HIST 389-01.                                                                                                                                                                                                                                                                                                                                               | Christopher J. Bilodeau |

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|------|-----------|------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| ANTH | 262-01    | <b>South American Archaeology</b>        | SCON        | This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed with ANTH 262-01, ARCH 262-01 and LALC 262-01.                                                                                                                        | Maria C. Bruno      |
| ARCH | 110-01    | <b>Archaeology and World Prehistory</b>  | SCON        | Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world. Cross-listed with ANTH 110-01 and ARCH 110-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Maria C. Bruno      |
| ARCH | 218-01    | <b>Geographic Information Systems</b>    | SCON        | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed with ERSC 218-01, ENST 218-01 and ARCH 218-01. | James A. Ciarrocca  |
| ARCH | 262-01    | <b>South American Archaeology</b>        | SCON        | This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed with ANTH 262-01, ARCH 262-01 and LALC 262-01.                                                                                                                        | Maria C. Bruno      |
| BIOL | 129-01,02 | <b>Changing Ocean Ecosystem w/Lab</b>    | 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 T. Potthoff |
| BIOL | 314-01    | <b>Ecology w/Lab</b>                     | SCON        | Study of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature. Six hours classroom a week. Cross-listed with BIO 314-01 and ENST 314-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Scott M. Boback     |
| BIOL | 320-01    | <b>Forest Ecology &amp; Applications</b> | SCON        | An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. Three hours lecture and four hours laboratory each week. Cross-listed with BIO 314-01 and ENST 340-01.                                                                                                                                                                                                                                                                                                                                                                                                                    | Brian S. Pedersen   |
| BIOL | 401-02    | <b>Field Natural History Mosaic</b>      | SINV        | 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. Part of the semester long Natural History Sustainability Mosaic by application only. Cross-listed with BIOL 401-02 and ENST 310-02.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Harold E. Wingert   |

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|------|-------------------|---------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| CHEM | 490-01            | <b>Chemical Ecology</b>                                                               | SCON        | Our interdisciplinary course will focus on the role of natural products in ecology, physiology, and medicine. The lecture portion will emphasize the chemistry behind the molecules that play a role in important biologically mediated interactions in nature. The laboratory will introduce you to the practice of science, including experimental design, laboratory techniques, and scientific communication. This new course is a "problem-based learning" course, and is sponsored by the National Science Foundation. 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.                                                    | Amy Witter;<br>Tom Arnold               |
| ECON | 111-01<br>thru 06 | <b>Introduction to Microeconomics</b>                                                 | SCON        | A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon consumer demand and upon the output and pricing decisions of business firms. The implications of actions taken by these decision-makers, operating within various market structures, upon the allocation of resources and the distribution of income are examined. Special attention is given to the sociopolitical environment within which economic decisions are made.                                                                                                                                                                                                                                                                                                              | S. Berger;<br>W. Bellinger;<br>N. Tynan |
| ECON | 222-01            | <b>Environmental Economics</b>                                                        | SINV        | 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. This course is also cross-listed as Environmental Studies 222.                                                                       | Sebastian Berger                        |
| ECON | 223-01            | <b>American Capitalism and Social Justice</b>                                         | SCON        | Designed for those interested in social activism and social justice, this course draws on critical perspectives from Political Economy, American Studies, and Sociology to examine how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations, and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions, such as the media, that shape American culture. Looking beyond capitalism, social movements for greater social and economic justice, and greater economic and political democracy are also examined. Cross-listed with AMST 200-01, ECON 223-01 and SOCI 230-04. | Andrew J. Farrant                       |
| ECON | 228-01            | <b>Economic Analysis of Policy</b>                                                    | 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.                                       | Tricia L. Hawks                         |
| ECON | 314-01            | <b>Cuba's Economy and Economic History</b>                                            | SCON        | The Caribbean island of Cuba has had a varied and interesting historical development over the last 500 years. It has gone through "slavery/feudal" (as a colony of the Spanish Empire), "capitalist" (under the influence of the United States of America) and "socialist" (after the Revolution of 1959) phases. In this course, we will consider this history, both empirically and drawing upon theoretical insights from a comparative or alternative systems perspective. We will also study the current economic situation and policies in Cuba, as it moves into the twenty-first century. The course will be writing intensive class, and students will be expected to produce a 15 to 20 page research paper on some aspect of the current economy or economic history of Cuba.                  | Sinan Koont                             |
| ECON | 314-02            | <b>Urban Economics</b>                                                                | SCON        | This course will explore private and public sector decision making in modern cities. The private sector section of the course deals with the location decisions of firms and households, and how these decisions affect the geography and economics of urban development. The public sector section deals with the role of government policy in dealing with a selection of urban problems and policies. Among the issues to be analyzed in this course are downtown development, housing and homelessness, transportation, education, and crime.                                                                                                                                                                                                                                                         | William K. Bellinger                    |
| ENGL | 212-03            | <b>Writing About Natural History</b>                                                  | SINV        | A course in analytical thinking and writing which develops expository skills through the exploration of such topics as literature, popular culture, sport in American life, and journalism. Seminars, workshops, group tutorials, or individual instruction. Part of the semester long Natural History Sustainability Mosaic by application only.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | B. Ashton Nichols                       |
| ENST | 131-01, 02        | <b>Introduction to Environmental Science: Natural Ecosystems and Human Disruption</b> | SINV        | An integrated, interdisciplinary study of natural environmental systems and human impact on them. Basic concepts of ecology, such as biogeochemical materials cycling, energy flow, biotic interactions, and ecosystem regulation will be examined and utilized to study natural resource management, population dynamics, loss of biodiversity, and environmental pollution. Field study, including measurement of parameters in natural aquatic and terrestrial systems, data analysis, and data interpretation will be emphasized.                                                                                                                                                                                                                                                                     | Candie Wilderman                        |

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|------|--------|---------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| ENST | 218-01 | <b>Geographic Information Systems</b>                                     | SCON        | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed with ERSC 218-01, ENST 218-01 and ARCH 218-01.                                                                                                                                                                                                                                                                                                                                                                                                            | James A. Ciarrocca |
| ENST | 310-01 | <b>Methods in Environmental Health Sciences</b>                           | SCON        | A lab-based overview of environmental health sciences, particularly exposure assessment, toxicology, and epidemiology, and their application to policy and regulation. Traditional environmental health concerns including air pollution, water pollution, and waste management will be addressed, with attention to the context of natural environmental systems. We will also consider more novel environmental health problems, including ubiquitous low-level toxic exposures, and the connections between urban health and sustainability. Laboratory work will emphasize quantitative and qualitative assessment of environmental health data (e.g., particulate matter pollution; neighborhood design), as well as the connection of this data to public policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Gregory J. Howard  |
| ENST | 310-02 | <b>Field Natural History Mosaic</b>                                       | SINV        | 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. Part of the semester long Natural History Sustainability Mosaic by application only. Cross-listed with BIOL 401-02 and ENST 310-02.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Harold E. Wingert  |
| ENST | 311-01 | <b>Global Environmental Change and Human Security</b>                     | SINV        | Despite the fact that most of the world's seven billion people are living longer, consuming more and getting better educated, many people on the planet have paradoxically become much less secure due to the scale of consumption and pollution in today's carbon-based societies. Global environmental changes – deforestation, losses of biodiversity, land degradation, the depletion of fish stocks, water pollution and scarcity, toxic contamination and climate change -- are felt worldwide and the sites of resource consumption are located a world away from the sites of resource extraction. This course examines the two most prominent ways in which global environmental change undermines human security. First, we will focus on how environmental change may induce conflict because violent conflict is a powerful source of human insecurity. Second, we will examine the ways in which environmental change undermines human security by putting at risk people's basic needs, human rights and the things they value in order to lead dignified lives. Examining the links between environmental change and human security allows us to examine questions of human vulnerability, the dynamics of conflict, cooperation and peace, equity and justice and sustainable development. The class will engage with academic debates in the field along with practical, policy relevant information. Cross-listed with ENST 311-01 and INST 290-01. | Michael D. Beevers |
| ENST | 311-02 | <b>The Pleasure, Politics and Production of Food</b>                      | SINV        | The "Pleasures, Politics and Production of Food" aims to provide students with a full-spectrum experience in what it means to be a farmer in the 21st century. Students will explore theories and practices of sustainable food production plus learn about issues facing farmers and consumers, from field to farmers' market. Woven into the course will be hands on learning opportunities in food preparation and preservation, providing a well-rounded immersion into food, from "seed to plate". Students can expect to spend time learning on campus, in the fields at the College Farm and other local venues.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Jennifer L. Halpin |
| ENST | 311-03 | <b>Practicum in Sustainability: Reducing Dickinson's Carbon Footprint</b> | SINV        | Dickinson College, along with several hundred other colleges and universities, has made a commitment to advance sustainability in higher education by reducing emissions of greenhouse gases that contribute to global climate change. Students in the course will work as a team to evaluate the climate action plans of Dickinson and other institutions, evaluate additional measures that could be taken to meet Dickinson's target of zero net emissions by 2020, develop recommendations for action, and present their recommendations to senior officers of the college. To place their analyses and recommendations in context, students will be introduced to climate change science and policy and will explore the implications of climate change for environmental, social and economic sustainability. Students will gain practical skills for climate action planning and team work. They will also build literacy about sustainability and climate change. Cross-listed with ENST 311-03 and SUST 301-01.                                                                                                                                                                                                                                                                                                                                                                                                                                              | Neil Leary         |
| ENST | 314-01 | <b>Ecology w/Lab</b>                                                      | SCON        | Study of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature. Six hours classroom a week. Cross-listed with BIO 314-01 and ENST 314-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Scott M. Boback    |

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|------|------------|-------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| ENST | 330-01     | <b>Environmental Disruption and Policy Analysis</b>                           | <i>SINV</i> | This course examines the interrelationships of people with their environments in advanced industrial societies, specifically the science behind regulation and the U.S. regulatory response on air and water pollution, toxic and solid waste management, and workplace hazards. It considers the conflicts and compatibility of economic growth, social justice, and environmental quality under capitalism. Local and extended field trips emphasize the students' analysis and interpretation of social and physical parameters at waste repositories and environmental management facilities. Three hours classroom and four hours laboratory a week.                                                                                                                                                                                                                                                                                                                                                                                                  | Michael K. Heiman  |
| ENST | 340-01     | <b>Forest Ecology &amp; Applications</b>                                      | <i>SCON</i> | An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. Three hours lecture and four hours laboratory each week. Cross-listed with BIO 314-01 and ENST 340-01.                                                                                                                                                                                                                                                                                                                                                                                                                    | Brian S. Pedersen  |
| ENST | 406-01     | <b>Understanding the Human Place in Nature: An Interdisciplinary Approach</b> | <i>SINV</i> | This seminar course explores in-depth the complex interactions between humans and the natural world through multiple and overlapping disciplines and viewpoints. We will reflect on what we mean by the environment and nature, and explore how these powerful concepts and understandings have evolved and been given significance through science, religion, philosophy, history, ethics, culture, politics, race and gender. The course engages critically with topics that lie at the heart of current environmental debates, and provides for understanding on issues ranging from wilderness and species protection and rainforest "destruction" to social justice, policy, planning and the commodification of the natural world. This course is designed to help us (re)evaluate our place in nature, comprehend the search for sustainability and guide our future endeavors. It is required for environmental studies and science students and highly recommended for those in all disciplines with an interest in living sustainability.        | Michael D. Beevers |
| ERSC | 141-01, 02 | <b>Planet Earth</b>                                                           | <i>SCON</i> | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                 | Benjamin Edwards   |
| ERSC | 142-01, 02 | <b>Earth History</b>                                                          | <i>SCON</i> | 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.                                                                                                                                                                                      | Jeffrey W. Niemitz |
| ERSC | 218-01     | <b>Geographic Information Systems</b>                                         | <i>SCON</i> | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed with ERSC 218-01, ENST 218-01 and ARCH 218-01. | James A. Ciarrocca |
| ERSC | 221-01     | <b>Oceanography</b>                                                           | <i>SCON</i> | An interdisciplinary introduction to the marine environment, including the chemistry of seawater, the physics of currents, water masses and waves, the geology of ocean basins, marine sediments and coastal features, and the biology of marine ecosystems. Topics include the theory of plate tectonics as an explanation for ocean basins, mid-ocean ridges, trenches, and island arcs. The interaction of man as exploiter and polluter in the marine environment is also considered. Three hours classroom and three hours laboratory per week. This course is cross-listed as Environmental Studies 221.                                                                                                                                                                                                                                                                                                                                                                                                                                             | Jeffrey W. Niemitz |
| ERSC | 307-01     | <b>Paleontology</b>                                                           | <i>SCON</i> | A systematic study of the invertebrate and vertebrate fossil groups, plants, and their evolution and relationships to living forms. Three hours classroom and three hours laboratory a week.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marcus M. Key      |

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|------|--------|----------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| FYSM | 100-06 | <b>First-Year Seminar:<br/>Chasing the Flying<br/>Car, A History of<br/>the Future</b> | SCON        | Americans have developed clear ideas about what the future will look like. It will contain, in no particular order, pills as food, robot servants, flying cars, and the punk hairstyles of post-apocalyptic fashion. It will bring inevitable technological and economic progress and equally inevitable civilization-wide collapse. Over the last two centuries certain specific visions of the future have taken their place as recognizable parts of American culture, influencing everything from new technologies to fashion, to social policy. In this class we will track some of these visions through a variety of historical documents, including utopian plans, environmental projections, and works of science fiction. We will investigate how Americans have come to believe particular stories about the future, and how those beliefs have changed the world they inhabit today.                                                                                                                                                                                                                                                                                                                  | Emily J. Pawley |
| FYSM | 100-13 | <b>First-Year Seminar:<br/>Green Music</b>                                             | SCON        | There is a tremendous body of music that attempts, in various ways, to depict or evoke the natural world. We will listen to musical works ranging from Renaissance madrigals and birdsong imitations, Vivaldi's Four Seasons, and Beethoven's Pastoral symphony, to the works of French Impressionist and contemporary American composers, pausing in each instance to link them to contemporary and related works of art, literature, and philosophy. As we move through these historical and interdisciplinary portraits of nature, what perspectives are revealed? What is nature? Are we a part of it? What does it mean to us as a society and as individuals? Why is nature so important to the civilized world, and particularly to the imaginative lives of its artists? Can we discern, through the arts, a changing relationship between humans and the natural world? What are the historical roots of our current attitudes about wilderness, the land, environment, and how does our current preoccupation with green technology and sustainability fit into this historical picture? And, finally, how is it that music is capable of expressing these various environmental visions and attitudes? | Blake Wilson    |
| FYSM | 100-29 | <b>First-Year Seminar:<br/>Sustainability<br/>and Renewable Energies</b>               | SINV        | In this seminar we will take a closer look at what it ultimately means to live sustainably and to develop sustainable technologies. We will also investigate the concept of <a href="#">entropy</a> and find that an understanding of entropy has fundamental implications on our individual as well as societal decisions. You will learn that it takes energy to keep entropy at a constant level and that, for example, our body would not be able to live for very long if we would not keep its entropy constant. We will also find that entropy is closely linked to energy inefficiencies, and that ultimately a sustainable society will have to rely on <a href="#">renewable energy</a> sources. To this end we will do hands-on experimentation with evacuated tube solar collectors, <a href="#">solar concentrators</a> , <a href="#">photovoltaic panels</a> , solar air heaters, and <a href="#">wind turbines</a> . As a consequence of this First-Year Seminar you should be able to save at least \$100/month on the heating and air conditioning bill for the house that you will build or purchase after you graduate from Dickinson.                                                         | Hans Pfister    |
| FYSM | 100-30 | <b>First-Year Seminar:<br/>Sustainability,<br/>Greening and<br/>Entrepreneurship</b>   | SINV        | The term ecopreneurship combines two words – ecological and entrepreneurship. Ecopreneurship is generally defined as entrepreneurship with an emphasis on environmental sustainability. Ecopreneurs therefore are entrepreneurs who create value through innovation to achieve both environmental progress and market success. The literatures on entrepreneurship, environmental business management, and ecopreneurship will be reviewed in order to better define the ecopreneur's role in creating environmental and economic benefit. The readings and classroom discussions will focus on specifically answering the following three questions: How does one define an ecopreneur? What factors support ecopreneurial activity and which serve as barriers? What policy frameworks would best promote a "greener" perspective among emerging and existing entrepreneurs? Beyond the classroom learning the class will be challenged, as nascent ecopreneurs, to submit a proposal to Dickinson College Idea Fund <a href="http://blogs.dickinson.edu/ideafund/">http://blogs.dickinson.edu/ideafund/</a> for consideration.                                                                                 | David Sarcone   |
| FYSM | 100-34 | <b>First-Year Seminar:<br/>The Evolution of a<br/>Cheeseburger</b>                     | SINV        | Why is our culture captivated by television shows such as <i>Man vs Food</i> , <i>Bizarre Foods</i> , and <i>Man versus Wild</i> ? The answer may be embedded within our modern food industry which provides us with prepared, prepackaged, and predigested food. We have forgotten what food is, where it comes from, and even how to prepare it. In this course we will first explore the origins of food production (domestication of wild animals and plants) including geographic variation in the onset of food production and ultimately how this shaped human societies. Second, we will explore the modern food industry and its inevitable influence on our culture. Lastly, through hands-on field and farm experiences we will participate in producing and harvesting our own food, learn how to catch/harvest food from the wild, and how to prepare and preserve food for our consumption. Additional topics for collective study (depending on interest) may include: the advantages of cooked versus raw foods, the ethics of hunting, and why most wild animals were never domesticated.                                                                                                        | Scott Boback    |

## Sustainability Courses Dickinson College (Fall 2012)

| DEPT | COURSE          | TITLE                                                                            | DESIGNATION | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | INSTRUCTOR                |
|------|-----------------|----------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| FYSM | 100-35          | <b>First-Year Seminar:<br/>The Poetry of<br/>Place and Identity</b>              | SCON        | Before the Internet, poetry relied on physical books, magazines, and even newspapers for distribution. Before print, poetry was a spoken art, with close affinities to song – hence rhyme and meter. In those early days, poetry by necessity had local audiences, so poets didn't have to do much explaining about place and culture. Today, with worldwide communication quickly and widely available, locality and physical context are less central to our sense of identity. Often, the poem could have been written anywhere: You can hit "spin" on the Poetry Foundation's poetry app and land on a poem about cartoons, the Iraq war, or the Roman empire. Yet individuals still long to identify themselves as members of specific groups, and as the particular "I" whose experiences matter, and to speak to earlier generations of writers. We'll examine how many poets – with an emphasis on the contemporary – create a sense of place and negotiate their relationship to literary history. We'll do lots of close readings of poems. You'll write critical papers and a poem or two of your own. Among the likely poets: Elizabeth Bishop, Mark Doty, Robert Frost, Jorie Graham, Seamus Heaney, Sylvia Plath, Maxine Kumin, Stanley Kunitz, Dave Smith, Natasha Trethewey, and Charles Wright.                                                                                                                                                                                                                                                                                                                                                        | Adrienne Su               |
| FYSM | 100-36          | <b>First-Year Seminar:<br/>The Politicization<br/>of Science</b>                 | SCON        | How do the politics of the day influence scientific discovery and how does scientific discovery shape the politics of the day? Should scientific inquiry be conceived of and executed in a vacuum insulated from influences of the political arena? How does science shape political discourse? These are some of the fundamental questions that will be addressed through the examination of historical and contemporary case studies including: 1) the birth the of the modern environmental movement in the United States, 2) the teaching of evolution of public high schools, and 3) climate change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Peter Sak                 |
| FYSM | 100-all section | <b>First-Year Seminar:<br/>Chinese Attitudes<br/>Towards the<br/>Environment</b> | SINV        | This course explores the Chinese attitudes towards nature and the environment from 3000 years ago to now. This attitude has been changing, as it evolves over time and as it is influenced by the West in the 20th century. Our exploration starts from the creation myths of Pan Gu and Nu Wa, which tell us the ancient Chinese worshiped nature as their God. From there we move to the prose and poetry of the Taoist, Confucian and Zen Buddhist classics: Zhuang Zi, The Analects of Confucius, Book of Songs and Zen poetry. These formed the tradition of environmental writing in Chinese literature. In Part II, we will examine the representation of nature and the symbolic meaning of it in Chinese art and culture, in landscape painting, flower and bird painting, construction of gardens, Banzai and rocks, the aesthetics of porcelain, Feng Shui (geomantic configuration of tombs and houses) and basic theory of Chinese medicine. In these areas, nature is larger than the physical environment. It is cosmopolitan and symbolic. Yet the two are inseparable. In the third part, we will read fiction and analyze films by well-known contemporary writers and directors such as A Cheng and Zheng Yi, who depict serious environmental problems in China today: deforestation, climate change, depletion of natural resources and extinction of animal and tree species. We look at changes in people's attitudes towards the environment and the causes of such changes. With such a long range perspective and heightened awareness about the environmental issues, maybe we can re-imagine China's development in a more sustainable way. | Rae Yang                  |
| HEST | 400-01          | <b>Senior Seminar<br/>in Health Studies</b>                                      | SCON        | The Senior Seminar in Health Studies is an interdisciplinary, topics driven course, with specific foci dependent upon the specialization(s) of the instructor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | John H. Henson            |
| HIST | 117-01, 02      | <b>American History<br/>to 1877</b>                                              | SCON        | 1607 to 1877 covers colonial, revolutionary, and national America through Reconstruction. Include attention to historical interpretation. Multiple sections offered.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | C. Bilodeau;<br>E. Pawley |
| HIST | 389-01          | <b>Native Peoples of<br/>Eastern<br/>North America</b>                           | SCON        | A survey of major development among Native Americans east of the Mississippi River from approximately A.D. 1500 to the present, using the interdisciplinary methodologies of ethnohistory. Topics to be addressed include 16th and 17th century demographic, economic, and social consequences of contact with European peoples, 18th century strategies of resistance and accommodation, 19th century government removal and cultural assimilation policies, and 20th century cultural and political developments among the regions surviving Indian communities. Cross-listed with ANTH 223-01, AMST 301G and HIST 389-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Christopher J. Bilodeau   |
| INBM | 100-01, 02      | <b>Fundamentals<br/>of Business</b>                                              | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | C. Helen Takacs           |

## Sustainability Courses Dickinson College (Fall 2012)

| DEPT | COURSE     | TITLE                                                 | DESIGNATION | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | INSTRUCTOR            |
|------|------------|-------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| INBM | 200-01, 02 | <b>Global Economy</b>                                 | SCON        | Concentration upon strategies pursued by nation states in their interaction with international business enterprises and nongovernmental organizations. Students will work from an interdisciplinary perspective, with case studies of episodes in U.S. economic history and of selected countries from Africa, Asia, Europe and Latin America. To facilitate their analysis, students will study concepts drawn from trade theory, commercial and industrial policy, balance of payments accounting, exchange rate determination, and open-economy macroeconomics. As such, the course will draw heavily from the introductory economics courses. This approach will help develop an appreciation for the complex environment in which both political leaders and corporate managers operate. Cross-listed with INBM 200-01, 02 and INST 200-01, 02.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Michael J. Fratanuono |
| INST | 170-01     | <b>International Relations</b>                        | SCON        | An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization. Cross-listed with INST 170-01 and POSC 170-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Russell Bova          |
| INST | 200-01, 02 | <b>Global Economy</b>                                 | SCON        | Concentration upon strategies pursued by nation states in their interaction with international business enterprises and nongovernmental organizations. Students will work from an interdisciplinary perspective, with case studies of episodes in U.S. economic history and of selected countries from Africa, Asia, Europe and Latin America. To facilitate their analysis, students will study concepts drawn from trade theory, commercial and industrial policy, balance of payments accounting, exchange rate determination, and open-economy macroeconomics. As such, the course will draw heavily from the introductory economics courses. This approach will help develop an appreciation for the complex environment in which both political leaders and corporate managers operate. Cross-listed with INBM 200-01, 02 and INST 200-01, 02.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Michael J. Fratanuono |
| INST | 290-01     | <b>Global Environmental Change and Human Security</b> | SINV        | Despite the fact that most of the world's seven billion people are living longer, consuming more and getting better educated, many people on the planet have paradoxically become much less secure due to the scale of consumption and pollution in today's carbon-based societies. Global environmental changes – deforestation, losses of biodiversity, land degradation, the depletion of fish stocks, water pollution and scarcity, toxic contamination and climate change -- are felt worldwide and the sites of resource consumption are located a world away the sites of resource extraction. This course examines the two most prominent ways in which global environmental change undermines human security. First, we will focus on how environmental change may induce conflict because violent conflict is a powerful source of human insecurity. Second, we will examine the ways in which environmental change undermines human security by putting at risk people's basic needs, human rights and the things they value in order to lead dignified lives. Examining the links between environmental change and human security allows us to examine questions of human vulnerability, the dynamics of conflict, cooperation and peace, equity and justice and sustainable development. The class will engage with academic debates in the field along with practical, policy relevant information. Cross-listed with ENST 311-01 and INST 290-01. | Michael D. Beevers    |
| LALC | 262-01     | <b>South American Archaeology</b>                     | SCON        | This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed with ANTH 262-01, ARCH 262-01 and LALC 262-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Maria C. Bruno        |
| LAWP | 290-01     | <b>The Legislative Process</b>                        | SCON        | An analysis of the legislative branch of government, especially Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary. Cross-listed with LAWP 290-01 and POSC 246-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vanessa C. Tyson      |
| PMGT | 401-01     | <b>Policy Management Seminar</b>                      | SCON        | This course will focus will serve as a capstone experience for Policy Management majors. It will echo the key principles covered in the Foundations class, including an appreciation for (1) fluid interdisciplinarity, (2) the contingent nature of knowledge, (3) connections to the wider world beyond the college, (4) principle-based models of leadership, (5) the meaningful application of ethics, and (6) the role of stakeholder values in problem analysis and decision making processes. Emphasis will be placed on acclimating students to the processes of complex problem solving that exist in a variety of contexts, including the public, non-profit, and private sectors, as well as in various comparative cross-cultural settings. "Policy Management" majors conclude their academic study of the various frameworks, orientations, stakeholders, and value sets that exist in different policy contexts by completing a comprehensive, hands-on policy management exercise.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | James M. Hoefler      |

## Sustainability Courses Dickinson College (Fall 2012)

| DEPT | COURSE | TITLE                                           | DESIGNATION | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | INSTRUCTOR        |
|------|--------|-------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| POSC | 170-01 | <b>International Relations</b>                  | SCON        | An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization. Cross-listed with INST 170-01 and POSC 170-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Russell Bova      |
| POSC | 246-01 | <b>The Legislative Process</b>                  | SCON        | An analysis of the legislative branch of government, especially Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary. Cross-listed with LAWP 290-01 and POSC 246-01.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Vanessa C. Tyson  |
| PSYC | 175-01 | <b>Introduction to Community Psychology</b>     | SCON        | This course will provide an introduction to the field of community psychology--a field that focuses on persons-in-context and the ways that social issues, institutions, and setting impact individuals' mental health and wellbeing. In the course, we will: (a) review the historical underpinnings of community psychology; (b) examine the field's major tenets and theories, including its emphasis on understanding the role of the environment in human behavior; (c) explore the field's application to a range of clinical and social issues; and (d) emulate the field's commitment to the promotion of social change through research and action.                                                                                                                                                                                                                                                                                                                                                                                                                                        | Sharon Kingston   |
| PSYC | 340-01 | <b>Research Methods in Social Psychology</b>    | SINV        | We conduct empirical studies in order to become familiar with techniques for measuring attitudes and social behavior in the field and the lab, for analyzing and evaluating data, and for reporting findings and conclusions. Students gain direct experience in the process of conducting research studies by working as experimenters and data analysts. Three hours classroom plus three hours laboratory a week.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | James A. Skelton  |
| PSYC | 375-01 | <b>Research Methods in Community Psychology</b> | SCON        | This course will emphasize gaining advanced knowledge and skills in the research methodologies of community psychology, answering the question: How does community psychology seek to scientifically understand relationships between environmental conditions and the development of health and well-being of all members of a community? Students will gain and practice skills in consultation and evaluation of programs to facilitate psychological competence and empowerment, and prevent disorder. Specifically, students will: (a) consider ways to assess and be responsive to the needs of people from marginalized populations with diverse socio-cultural, educational, and ethnic backgrounds; (b) become familiar with innovative programs and practices geared towards prevention and empowerment of disenfranchised groups; (c) apply learning (of theory and research strategies) to a problem in the community; and (d) develop skills in collaborating with Carlisle-area community members in identifying, designing, implementing, and interpreting community-based research. | Sharon Kingston   |
| RELG | 101-01 | <b>What is Religion?</b>                        | SCON        | The course introduces students to methods in the study of religion and to major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam. The approach in the course is comparative and interdisciplinary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mara E. Donaldson |
| SOCI | 230-04 | <b>American Capitalism and Social Justice</b>   | SCON        | Designed for those interested in social activism and social justice, this course draws on critical perspectives from Political Economy, American Studies, and Sociology to examine how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations, and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions, such as the media, that shape American culture. Looking beyond capitalism, social movements for greater social and economic justice, and greater economic and political democracy are also examined. Cross-listed with AMST 200-01, ECON 223-01 and SOCI 230-04.                                                                                                                                                                                                                                                                                           | Andrew J. Farrant |
| SOCI | 237-01 | <b>Global Inequality</b>                        | SCON        | Exploring the relationship between globalization and inequality, this course examines the complex forces driving the integration of ideas, people, societies and economies worldwide. This inquiry into global disparities will consider the complexities of growth, poverty reduction, and the roles of international organizations. Among the global issues under scrutiny, will be environmental degradation; debt forgiveness; land distribution; sweatshops, labor practices and standards; slavery in the global economy; and the vulnerability of the world's children. Under specific investigation will be the social construction and processes of marginalization, disenfranchisement and the effects of globalization that have reinforced the division between the world's rich and poor.                                                                                                                                                                                                                                                                                              | Helene K. Lee     |
| SOCI | 400-01 | <b>Women, Culture and Development</b>           | SCON        | This course examines the ongoing debates within development studies about how integration into the global economy is experienced by women around the world, particularly in what is loosely termed as the "Third World" -Latin America, the Caribbean, Africa and Asia. Drawing on gender studies, cultural studies, and global political economy, we will explore the multiple ways in which the goods and services consumed in the First World are inextricably linked to labor and resources from the Third World through neoliberal, free market policies underlying supranational organizations like the World Bank, International Monetary Fund and the World Trade Organization. The course concludes by piecing together the units of the class to show how women struggle to secure well-being, challenge injustice, and live meaningful lives.                                                                                                                                                                                                                                            | Helene K. Lee     |

## Sustainability Courses Dickinson College (Fall 2012)

| DEPT | COURSE | TITLE                                                                     | DESIGNATION | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | INSTRUCTOR          |
|------|--------|---------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| SUST | 301-01 | <b>Practicum in Sustainability: Reducing Dickinson's Carbon Footprint</b> | <i>SINV</i> | Dickinson College, along with several hundred other colleges and universities, has made a commitment to advance sustainability in higher education by reducing emissions of greenhouse gases that contribute to global climate change. Students in the course will work as a team to evaluate the climate action plans of Dickinson and other institutions, evaluate additional measures that could be taken to meet Dickinson's target of zero net emissions by 2020, develop recommendations for action, and present their recommendations to senior officers of the college. To place their analyses and recommendations in context, students will be introduced to climate change science and policy and will explore the implications of climate change for environmental, social and economic sustainability. Students will gain practical skills for climate action planning and team work. They will also build literacy about sustainability and climate change. Cross-listed with ENST 311-03 and SUST 301-01. | Neil Leary          |
| WGST | 200-01 | <b>Introduction to Women's and Gender Studies</b>                         | <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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Susannah R. Bartlow |
| WGST | 300-01 | <b>Race, Gender and the Body</b>                                          | <i>SCON</i> | This course will explore the relationship between race, gender, and the body. In cultural studies, we often think of race and gender as "social constructions." But what does it mean to inhabit a racialized and gendered body? What is the relationship between the lived experience and social meaning of racial and gender difference? Taking these questions as starting points, the course will examine ideas of race, gender, and the body in several forums: popular culture; medicine and science; law and the history of jurisprudence; politics; and socio-spatial institutions. We will also explore intersectionalities between race, gender, and other categories of bodily difference, including: sexuality, age, able-bodiedness, and weight. Over the course of the term, students will have the opportunity to engage with a variety of interdisciplinary perspectives and source materials. Cross-listed with AMST 301-01, AFST 310-02 and WGST 300-01.                                               | Megan H. Glick      |