Dickinson College | Sustainability Courses | Compiled Listing | Fall 2010 - Fall 2014

Listed here are courses offered from Fall 2010-Fall 2014 (9 semesters total) 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 **SIWI**, engage students in a deep and focused study of problems with sustainability as a major emphasis of the course. **Sustainability**

DEPT	COURSE #	TITLE	DESIGNATION	DESCRIPTION	INSTRUCTOR	DIVISION	OFFERED
AFST	220	**Cities & Urban Life in Africa**	*SCON*	This course will focus on the history and historiography of cities and urbanization in Africa from the fourth millennium BC to the present. Readings and discussions will explore urban political and economic conditions; urban location and infrastructure; the sociality of urban life; and urban culture. Cross-listed as AFST 220 and HIST 215.	Constanze Weise	Interdisciplinary	Spring 2013
AFST	220	**Health & Healing in Africa**	*SCON*	This course addresses three interrelated aspects of health and healing in Africa. We examine health in Africa from a biomedical perspective, learning about disease, morbidity, mortality, and biomedical care. We place African health and health care into a framework of political economy, examining the causes and consequences of illness and disease and the forces that shape and constrain care. We also examine the cultural and historical dimensions of health and healing in specific regions of the continent, bringing ethnographic knowledge to bear on contemporary health problems and thereby gaining an understanding of the lived experiences of health and healing in Africa. Cross listed as AFST 220 and ANTH 245.	Jim Ellison	Interdisciplinary	Spring 2014 Spring 2012
AFST	220	**Islam: Africa & Indian Ocean Region**	*SCON*	This lecture/ discussion course surveys the political, social, economic, and religious history of the expansion of Islam to Africa from the Muslim conquest in the seventh and eighth centuries C.E. until ca. 1900 C.E. It looks at the interaction between Muslim North Africa, the Middle East as well as Sub-Saharan and Indian Ocean Africa. We will examine trans-regional trade networks that extended from north of the Sahara and from across the Indian Ocean and which formed an undeniable part of the diffusion of Muslim religious thought and practices to the African Continent. We will further study processes of Islamization in various African regions over the past 1000 + years that were triggered by political as well as social historical processes. We will consider questions such as: What were the main undercurrents of the processes of religious conversion? Did patterns of Islamization differ regionally? Is there an "African Islam" or in other words is there an Africanization of Islam? How did Islam influence the creation and operation of social, political and economic institution? What impact did Arabic literacy have on African communities in general and educational institutions in particular? What were the big institutions of Islamic learning and what was their influence in African communities? How did Islam impinge on the status of African women across diverse cultures? What influence did Islam have on gender roles within African communities? What did being Muslim mean in the context of the trans-Saharan and the trans-Atlantic slave trades? Throughout the quarter we will consider these questions and learn about a range of key religious, economic, political, social and cultural issues of importance that are attributed to the role of Islam in Africa. We will explore a range of scholarly readings and debates as well as various sources of African history such as poetry, travel narratives, memoirs, legal texts, chronicles, and oral histories. Cross-listed as AFST 220, HIST 215 and MEST 200.	Constanze Weise	Interdisciplinary	Spring 2013
AFST	220	**Marginalization & Representation**	*SCON*	This course explores the political representation of groups that have historically been marginalized in American society and excluded from the democratic process either through statute or through common practices. In particular, issues of racism, sexism, classism, and homophobia will be addressed. Cross-listed as AFST 220 and POSC 290.	Vanessa Tyson	2	Spring 2014 Spring 2013 Spring 2012 Spring 2011
AFST	235	**Introduction to Caribbean Studies**	*SCON*	The greater Caribbean region was at the center of the formation of the modern African Diaspora. Over the years, the Caribbean region has played an influential role in the development of social and cultural movements throughout the African Diaspora. This class will survey the Caribbean, examining its location, population, diversity, and significant role in shaping world events. Students will become familiar with the Caribbean region, its place as a site of empire, and the important role of key intellectuals who were foundational in developing anti-colonial and post-colonial black consciousness. The course will cover the following areas of inquiry: geography and sociology of the region, key theoretical concepts, leading intellectuals, transforming world events and cultural production. Cross-listed as AFST 235 and LALC 122.	Patricia van Leeuwaarde Moonsammy	Interdisciplinary	Spring 2013
AFST	310	**African History Since 1800**		In this course we will study the political, social, economic and ecological forces that have shaped African societies since 1800. We will examine in depth the Asante kingdom in West Africa, the Kongo kingdom in Central Africa, and the Zulu kingdom in Southern Africa. European's colonization of Africa and Africans' responses will be a major focus of the course. Cross-listed as AFST 310 and HIST 271.	Jeremy Ball	Interdisciplinary	Spring 2011
AFST	310	**Ethnography of Postcolonial Africa**		This course is intended as both an introduction to the ethnography of Africa and an examination of postcolonial situations in Africa. We will learn a great deal about the cultural, social, political, and economic diversity of the continent while avoiding the typological thinking that once characterized area studies. Through ethnography we will learn about African cultures, their historical contingencies, and their entanglements in various fields of power. We will assess the changing influences of pre-colonial traditions, colonialism, postcolonial states, and the global economy. Cross-listed as AFTS 310, ANTH 230 and SOCI 230.	Jim Ellison	Interdisciplinary	Fall 2010
AFST	310	**Global Eastern Africa**		This course examines global connections in the intersections of culture and power that underlie contemporary issues in eastern Africa. The globally marketed indigenous cultures and exotic landscapes of eastern Africa, like current dilemmas of disease and economic development, are products of complex local and transnational processes (gendered, cultural, social, economic, and political) that developed over time. To understand ethnicity, the success or failure of development projects, the social and economic contexts of tourism, responses to the AIDS crisis, the increasing presence of multinational corporations, and other contemporary issues, we will develop an ethnographic perspective that situates cultural knowledge and practice in colonial and postcolonial contexts. While our focus is on eastern Africa, the course will offer students ways to think about research and processes in other contexts. Cross-listed as AFST 310 and ANTH 255.	Jim Ellison	Interdisciplinary	Spring 2011
AFST	310	**Health and Healing in Africa**	*SCON*	This course will address three interrelated aspects of health and healing in Africa. We will examine health threats from a geographical and biomedical perspective, learning about epidemiology and biomedical care. We will place African health matters into a framework of political economy, by which we can differently understand the causes and consequences of illness and the forces that shape and constrain care. Our overarching concern will be to learn about the cultural and historical dimensions of health and healing in several parts of the continent, bring anthropological knowledge to bear on contemporary health problems and thereby gaining an understanding of the lived experiences of health and healing in Africa. Cross-listed as AFST 310 and ANTH 245.	Jim Ellison	Interdisciplinary	Spring 2014 Spring 2012
AFST	310	**Race, Gender and the Body**	*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 radicalized 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 intersectional ties 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 as AFST 310, AMST 301 and WGST 300.	Megan Glick	Interdisciplinary	Fall 2012

AFST	320	**African American Women Writers**	*SCON*	This course examines a range of the literary productions written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Cross-listed as AFST 320, ENGL 375 and WGST 300.	Lynn Johnson	Interdisciplinary	Spring 2013
AFST	320	**African Women's History**	*SCON*	This course examines the role of women in African societies since the nineteenth century. Lectures and readings will be arranged thematically. Themes include sexuality and reproduction, the household, women's economic activity, political power, religion, colonialism, and democracy. After a discussion of gender, we will analyze pre-colonial production and reproduction, family life and religion in the twentieth century, women's roles in nationalist politics, the politics of female genital mutilation, and the lives of two contemporary African women leaders. Readings, including historical studies and novels, songs, and art, will be drawn from across the cultures and languages of Africa. Cross-listed as AFTS 320, HIST 374 and WGST 374.	Constanze Weise	Interdisciplinary	Spring 2013
AFST	320	**Black Sustainability in African Diasporic Literatures**	*SINV*	Selected topics in Africana Studies at the intermediate level. The subject matter will vary from year to year dependent upon the interests of core and contributing Africana Studies faculty as well as the needs and interests of students. Topics may include the Atlantic Slave Trade and Africans in the Making of the Atlantic World, Major African American Writers, Caribbean Diasporic Identities, among others. Cross-listed as AFST 220 and ENGL 101.	Lynn Johnson	Interdisciplinary	Spring 2014
AFST	320	**Postcolonial Feminist Science Studies**	*SCON*	This course will provide an introduction to postcolonial feminist critiques of medicine, science, and technology. We will begin by interrogating how ideas of gender, sex, and sexuality are shaped by medical, scientific, and technological discourses. We will continue on to address how these concepts are deployed in reproductive politics, the pharmaceutical industry, healthcare, and the use and dissemination of "modernizing" technology in developing nations. We will then consider the place of women – both as objects of, and active participants in - scientific research projects. We will examine all of these phenomena from cross-cultural perspectives, paying particular attention to the circulation of knowledge and research across the globe, and the relationship between scientific progress and conditions of socio-economic inequality. Cross-listed as AFST 320, AMST 301 and WGST 300.	Megan Glick	Interdisciplinary	Spring 2013
AMST	200	**American Capitalism and Social Justice**	*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 as AMST 200, ECON 223 and SOCI 230.	Andrew Farrant	Interdisciplinary	Fall 2012
AMST	200	**Mass Media**	*SCON*	This course will examine the connections between mass media and American culture, focusing in particular on ideological constructions, commercialism, and audience reception. We will examine the origins of U.S. mass media, emphasizing the utopian hopes that American citizens brought to the media and the competing demands of commercial interests. Then we will turn our attention to analysis of the media itself, in particular television situation comedies, television advertisements, and television news. We will explore how meanings are constructed within media, the ways that different audiences interpret these meanings in multiple and often conflicting ways, and the ways that commercial constraints shape what we see and hear on television.	Amy Farrell	Interdisciplinary	Fall 2013
AMST	301	**Postcolonial Feminist Science Studies**	*SCON*	This course will provide an introduction to postcolonial feminist critiques of medicine, science, and technology. We will begin by interrogating how ideas of gender, sex, and sexuality are shaped by medical, scientific, and technological discourses. We will continue on to address how these concepts are deployed in reproductive politics, the pharmaceutical industry, healthcare, and the use and dissemination of "modernizing" technology in developing nations. We will then consider the place of women – both as objects of, and active participants in - scientific research projects. We will examine all of these phenomena from cross-cultural perspectives, paying particular attention to the circulation of knowledge and research across the globe, and the relationship between scientific progress and conditions of socio-economic inequality. Cross-listed as AFST 320, AMST 301 and WGST 300.	Megan Glick	Interdisciplinary	Spring 2013
AMST	301	**Race, Gender and the Body**	*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 radicalized 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 intersectional ties 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 as AFST 310, AMST 301 and WGST 300.	Megan Glick	Interdisciplinary	Fall 2012
ANTH	100	**Introduction to Biological Anthropology**	*SCON*	This course provides a comprehensive introduction to the field of biological anthropology. We will examine the development of evolutionary theory. We will then apply evolutionary theory to understand principles of inheritance, familial and population genetics in humans, human biological diversity and adaptations to different environments, behavioral and ecological diversity in nonhuman primates, and the analysis of the human skeleton and fossil record to understand the origin and evolution of the human family.	Karen Weinstein Maria Bruno Sarah Sherwood	2	Fall 2014 Fall 2013 Spring 2013 Fall 2012 Spring 2011
ANTH	101	**Anthropology for the 21st Century**	*SCON*	The primary focus is on cultural anthropology, or the comparative study of human diversity across cultures. Other subfields within anthropology, namely archaeology, biological anthropology, and linguistic anthropology will also contribute perspectives. 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 Enge	2	Fall 2014 Spring 2014 Fall 2013 Fall 2012 Fall 2011
ANTH	110	**Archaeology and World Prehistory**	*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 as ANTH 110 and ARCH 110.	Maria Bruno Sarah Sherwood	Interdisciplinary	Fall 2014 Fall 2013 Fall 2012 Spring 2012 Fall 2010
ANTH	212	**Development Anthropology**	*SINV*	Sociocultural change, development, and modernization in both Western society and the Third World are examined in terms of theory and practice. Emphasis is on the planning, administration, and evaluation of development projects in agriculture, energy, education, health, and nutrition. The increasingly important role of professional anthropologists and anthropological data is examined in the context of government policies and international business. Offered every other year.	Kjell Enge	2	Spring 2013

ANTH	214	**Ecological Anthropology**	*SINV*	The "environment" has become an increasingly important part of anthropological explanations. Although human societies try dominating and controlling their surroundings, they are really a part of a complex set of interactions involving energy flows, power, technology, social organization, and ritual behavior. As a result, humans are affected by their physical and social surroundings in many, often unanticipated, ways. Our objective is to examine the scope of this expanding and important sub discipline of anthropology, understand the relevance to many of our current concerns, and take a critical look into the future. Particular emphasis will be placed on how climate change affects human societies, how humans perceive changes and how they are responding to these changes. Cross-listed as ANTH 214 and ENST 214.	Kjell Enge	2	Fall 2014 Spring 2012
ANTH	216	**Medical Anthropology**	*SCON*	Comparative analysis of health, illness, and nutrition within environmental and socio-cultural contexts. Evolution and geographical distribution of disease, how different societies have learned to cope with illness, and the ways traditional and modern medical systems interact. Offered every other year.	Kjell Enge	2	Fall 2013
ANTH	222	**Contemporary Peoples of Latin America**	*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 Enge	2	Fall 2012 Fall 2010
ANTH	223	**Native Peoples of Eastern North America**	*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 as ANTH 223 and HIST 389.	Christopher Bilodeau	2	Fall 2012
ANTH	230	**Ethnography of Postcolonial Africa**		This course is intended as both an introduction to the ethnography of Africa and an examination of postcolonial situations in Africa. We will learn a great deal about the cultural, social, political, and economic diversity of the continent while avoiding the typological thinking that once characterized area studies. Through ethnography we will learn about African cultures, their historical contingencies, and their entanglements in various fields of power. We will assess the changing influences of pre-colonial traditions, colonialism, postcolonial states, and the global economy. Cross-listed as AFST 310, ANTH 230 and SOCI 230.	Jim Ellison	2	Fall 2010
ANTH	245	**Health and Healing in Africa**	*SCON*	This course will address three interrelated aspects of health and healing in Africa. We will examine health threats from a geographical and biomedical perspective, learning about epidemiology and biomedical care. We will place African health matters into a framework of political economy, by which we can differently understand the causes and consequences of illness and the forces that shape and constrain care. Our overarching concern will be to learn about the cultural and historical dimensions of health and healing in several parts of the continent, bring anthropological knowledge to bear on contemporary health problems and thereby gaining an understanding of the lived experiences of health and healing in Africa. Cross-listed as AFST 310 and ANTH 245.	Jim Ellison	2	Spring 2014 Spring 2012
ANTH	255	**Global Eastern Africa**		This course examines global connections in the intersections of culture and power that underlie contemporary issues in eastern Africa. The globally marketed indigenous cultures and exotic landscapes of eastern Africa, like current dilemmas of disease and economic development, are products of complex local and transnational processes (gendered, cultural, social, economic, and political) that developed over time. To understand ethnicity, the success or failure of development projects, the social and economic contexts of tourism, responses to the AIDS crisis, the increasing presence of multinational corporations, and other contemporary issues, we will develop an ethnographic perspective that situates cultural knowledge and practice in colonial and postcolonial contexts. While our focus is on eastern Africa, the course will offer students ways to think about research and processes in other contexts. Cross-listed as AFST 310 and ANTH 255.	Jim Ellison	2	Spring 2011
ANTH	260	**Environmental Archeology**	*SINV*	In this class, we will examine the methods and theories that contribute to our understanding of past human-environmental interactions and how they have varied through time and space. We are currently experiencing national and international debates about the impact humans have on our planet. Are our behaviors causing global warming? Is it a natural process? How will these changes in rainfall and temperature affect our food systems, towns, and cities? How are they affecting the flora and fauna? In order to contextualize our current situation, it is useful to consider these dynamics in the past. Humans have been interacting with, adapting to, and modifying their natural surroundings for thousands of years. In this class, we will explore different anthropological and archaeological theories regarding how humans interact with the natural world: do we simply adapt to these conditions (temperature, rainfall, vegetation) or do we actively modify them to suit our needs? We will learn about, as well as experience, some of the methods archaeologists use to reconstruct past human interactions with geological entities (geoarchaeology), plants (archaeobotany), and animals (zooarchaeology). Cross-listed as ANTH 260, ARCH 260 and ENST 311.	Maria Bruno	2	Spring 2014 Spring 2012
ANTH	261	**Archeology of North America**	*SCON*	This course reviews Pre-Columbian landscapes north of Mesoamerica. We consider topics including the timing and process of the initial peopling of the continent, food production, regional systems of exchange, development of social hierarchies, environmental adaption and the nature of initial colonial encounters between Europeans and Native Americans. These questions are addressed primarily by culture area and region. Cross-listed as ANTH 261 and ARCH 261.	Maria Bruno	2	Spring 2014
ANTH	262	**South American Archaeology**	*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 as ANTH 262, ARCH 262 and LALC 262.	Maria Bruno	2	Fall 2014 Fall 2012
ANTH	300	**Archaeological Method and Theory**	*SINV*	This course is an introduction to the fundamentals of archaeological field and laboratory methods. It also surveys the ideas, concepts, and theories archaeologists employ to synthesize archaeological data and construct interpretations about ancient lives. The course is a combination of lecture, discussion, and hands-on experience that will focus primarily on survey and excavation methods, but also on basic laboratory methods. Students will also learn about the major theoretical trends in North American archaeology. The methods and theories learned in the course will be applied to carry out the Dickinson College Archaeological Project at Camp Michaux, located in the South Mountain area of the Michaux State Forest. Students will also tackle ethical issues in archaeology particularly the protection and preservation of archaeological resources and engagement with the communities living near the archaeological sites, in this case, our local community in Carlisle and the greater Cumberland Valley. Cross-listed as ANTH 300 and ARCH 300.	Maria Bruno	2	Spring 2014 Spring 2013

ANTH	310	**Nutritional Anthropology**	*SINV*	Food is a biological necessity, yet food preferences and dietary practices are culturally determined and highly variable across time and space. This course examines nutrition and dietary variation from an anthropological perspective. We will first study the basics of food and nutrition, including the nutritional composition of food, nutritional requirements across the human life cycle, and standards for assessing dietary quality in individuals and populations. We will then examine the evolution of human dietary practices and we will explore how dietary variation is at the interface of biology, health, culture, and the environment. We will also learn about the effects of globalization and the commoditization of food on dietary choices, the health consequences of under-and over-the nutrition, and the social and historical constraints on food production and consumption in different societies.	Karen Weinstein	2	Fall 2013 Fall 2010
ANTH	331	**Principles of Human Evolution**	*SCON*	This course offers an intensive examination of the evolution of the human family, from our earliest ancestors to the origin and dispersal of modern humans. We use skeletal biology, geology, and archaeology to understand the human evolutionary record. Offered every spring.	Karen Weinstein	2	Spring 2014 Spring 2013
ANTH	229	**Principles of Human Variation and Adaptation**	*SCON*	This course provides an anthropological perspective for understanding modern human biological variation. Throughout this course, we apply evolutionary theory and ecological and biocultural frameworks to understand biological diversity in living human populations. First, we examine principles of inheritance and human genetic variation. We then explore human biological adaptations to various environmental stressors, including climate, altitude, sunlight, infectious and chronic diseases, nutrition and diet, and political economy. We view human responses to stress across the life cycle via various physiologic and organ systems and how these responses vary across populations. Our exploration of human biological variation embraces the important notion that traditional racial categories have no true biological meaning. We approach these topics through lectures, discussions of assigned readings, laboratory and ethnographic exercises, and films.	Karen Weinstein	2	Fall 2014
ANTH	244	**Field Practicum**	*SCON*	This course focuses on developing and applying students' qualitative research methods skills, including ethnographic fieldwork, oral history and interviewing, and demographic analysis. While readings and applied research will focus primarily on Mexican and Mexican-American workers and communities in Adams County, comparisons and contrasts with other Latino communities in the U.S. will be made. Issues to be explored: immigration, work, family, education, health, religion, social policy, and adaption to and reception of host communities. Cross-listed as ANTH 244, HIST 315 and SOCI 313.	Marcelo Borges Susan Rose	2	Fall 2011
ARCH	218	**Geographic Information Systems**	*SINV*	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 as ARCH 218, ENST 218 and ERSC 218.	Jim Ciarrocca Kristen Brubaker	Interdisciplinary	Fall 2014 Spring 2014 Fall 2013 Fall 2012 Spring 2012 Fall 2011 Fall 2010
ARCH	260	**Environmental Archeology**	*SINV*	In this class, we will examine the methods and theories that contribute to our understanding of past human-environmental interactions and how they have varied through time and space. We are currently experiencing national and international debates about the impact humans have on our planet. Are our behaviors causing global warming? Is it a natural process? How will these changes in rainfall and temperature affect our food systems, towns, and cities? How are they affecting the flora and fauna? In order to contextualize our current situation, it is useful to consider these dynamics in the past. Humans have been interacting with, adapting to, and modifying their natural surroundings for thousands of years. In this class, we will explore different anthropological and archaeological theories regarding how humans interact with the natural world: do we simply adapt to these conditions (temperature, rainfall, vegetation) or do we actively modify them to suit our needs? We will learn about, as well as experience, some of the methods archaeologists use to reconstruct past human interactions with geological entities (geoarchaeology), plants (archaeobotany), and animals (zooarchaeology). Cross-listed as ANTH 260, ARCH 260 and ENST 311.	Maria Bruno	2	Spring 2014 Spring 2012
ARCH	261	**Archeology of North America**	*SCON*	This course reviews Pre-Columbian landscapes north of Mesoamerica. We consider topics including the timing and process of the initial peopling of the continent, food production, regional systems of exchange, development of social hierarchies, environmental adaption and the nature of initial colonial encounters between Europeans and Native Americans. These questions are addressed primarily by culture area and region. Cross-listed as ANTH 261 and ARCH 261.	Maria Bruno	2	Spring 2014
ARCH	262	**South American Archaeology**	*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 as ANTH 262, ARCH 262 and LALC 262.	Maria Bruno	Interdisciplinary	Fall 2014 Fall 2012
ARCH	300	**Archaeological Method and Theory**	*SINV*	This course is an introduction to the fundamentals of archaeological field and laboratory methods. It also surveys the ideas, concepts, and theories archaeologists employ to synthesize archaeological data and construct interpretations about ancient lives. The course is a combination of lecture, discussion, and hands-on experience that will focus primarily on survey and excavation methods, but also on basic laboratory methods. Students will also learn about the major theoretical trends in North American archaeology. The methods and theories learned in the course will be applied to carry out the Dickinson College Archaeological Project at Camp Michaux, located in the South Mountain area of the Michaux State Forest. Students will also tackle ethical issues in archaeology particularly the protection and preservation of archaeological resources and engagement with the communities living near the archaeological sites, in this case, our local community in Carlisle and the greater Cumberland Valley. Cross-listed as ANTH 300 and ARCH 300.	Maria Bruno	2	Spring 2014 Spring 2013
ARCH	318	**Advanced Applications in GIS**	*SINV*	The course is intended as a continuation of the introductory course on Geographic Information Systems, 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques. Cross-listed as ARCH 318, ENST 318 and ERSC 318.	Jim Ciarrocca	Interdisciplinary	Spring 2014 Spring 2013 Spring 2012 Spring 2011
ARCH	110	**Archaeology and World Prehistory**	*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 as ANTH 110 and ARCH 110.	Maria Bruno Sarah Sherwood	2	Fall 2014 Fall 2013 Fall 2012 Spring 2012 Fall 2010

ARTH	160	**Introduction to Sustainable Practices in Public Art**	*SINV*	This course will focus on themes of sustainability in the design, creation and installation of public art. A core project of the class will result in the collaborative making of a public sculpture using waste material from a sustainability sensitive, private fabrication company that specializes in producing building technologies and environmental support systems.	Anthony Cervino	1	Spring 2014
ARTH	360	**Ecological Art Practice**	*SINV*	Ecological Art Practice or Ecoart will focus on environmental and ecological considerations as central to the production of art works. The course will survey the history of environmental and earth art and consider its relevance today given the current sustainability movement. It will investigate sustainability as the primary issue placed on studio practice and art consideration. We will question contemporary studio practices and work immersively on the Dickinson Campus farm, where weekly experiential exercises will engage students in thinking about and practicing farming as an art and craft of life.	Anthony Wolking	1	Spring 2012
BIOL	120	**Life at the Extremes: A Survival Guide**	*SCON*	The Weddell Seal holds its breath for 40 minutes while routinely diving to a depth of 1,500 feet in -1.6°C water and Bar Headed Geese migrate at thousands of feet above the summit of Mt. Everest. How do these animals accomplish these seemingly amazing tasks? Questions of survival and more will be addressed in this study of comparative physiology. We will seek explanations of these phenomena by first evaluating the physical nature of these hostile environments and then exploring the mechanisms of survival. We will also investigate our own physiology and human limits of performance. Lecture will be enhanced by laboratory experiences in experimental physiology and vertebrate dissection. Three hours classroom and three hours laboratory a week.	Scott Boback Charles Zwemer Anthony Pires	3	Spring 2012 Fall 2010
BIOL	124	**Biology of Behavior w/ Lab**		This course explores the biological basis of animal behavior. We will use an evolutionary framework to consider why behaviors arise within animal species (including humans) and ask how neural systems shape, constrain and execute the types of behaviors that we observe in nature. Topics will include animal navigation, communication, mating systems and sociality. We will read selections from the primary research literature of behavioral biology as models of scientific thought and discourse. Laboratory and fieldwork will emphasize construction of good experimental questions, refinement of hypotheses, quantitative analysis of data and effective communication of research results. Three hours classroom and three hours laboratory a week.	Anthony Pires	3	Fall 2010
BIOL	126	**Infectious Disease vs. Immune Defense**	*SCON*	Given the variety and virulence of the hundreds of pathogens we are exposed to every day, it seems miraculous that any of us survives into adulthood. This course will consider the biology of pathogens and the immunological defense systems which help counteract them. Both a human-based and comparative approach will be employed. Lecture, discussion and lab segments will emphasize the application of knowledge, the interpretation of scientific and popular information, and the demystification of disease and immunity. Students finishing this course should have a new found appreciation of the molecular, genetic and cellular mechanisms underlying disease and defense. Three hours classroom and three hours laboratory a week.	John Henson	3	Fall 2014 Spring 2012
BIOL	127	**This is Your Life w/ Lab**		This course provides an overview of the human life cycle. We will discuss development from a fertilized egg through birth, the physical and psychological maturation process that follow birth and the aging process and disease. We will also discuss ways in which humans impact each other as individuals, in society, and environment. In the laboratory portion of the course, we will perform experiments in model organisms that use the techniques and approaches that are utilized to investigate human development and health.	Daniel Cozort	3	Spring 2011
BIOL	128	**Field Natural History**	*SINV*	This course will explore local natural history of the Cumberland Valley around Carlisle, Pennsylvania. Students will learn the various groups of prominent organism, both plant and animal, that comprise the natural environment of Cumberland and surrounding counties. Students will become familiar with dichotomous keys to local flora and fauna and complete field investigations of local habitat areas. There are several evening field trips required during the course as well as at least one weekend day trip.	Kim Van Fleet Gene Wingert	3	Spring 2013 Spring 2012 Fall 2011 Spring 2011 Fall 2010
BIOL	129	**Changing Ocean Ecosystem w/Lab**	*SINV*	An introduction to the biology of marine communities, including salt marshes and mangroves, intertidal zones, reefs, and deep-sea vents, among others. For each community, the physical characteristics of the environment as well as the physiological adaptations of the resident species will be examined. We will also focus on how marine communities are changing in response to anthropogenic stresses in light of concepts such as diversity indexes, keystone species, and disturbance theory. Selected readings from the primary literature and the popular press are required. Laboratory projects will emphasize experimental design and hypothesis testing.	Michael Potthoff Tom Arnold	3	Fall 2014 Spring 2014 Fall 2013 Spring 2013 Fall 2012 Spring 2012 Spring 2011
BIOL	314	**Ecology w/ Lab**	*SINV*	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 as BIOL 314 and ENST 314.	Scott Boback	3	Fall 2014 Fall 2013 Fall 2012 Fall 2011 Fall 2010
BIOL	315	**Population Genetics and Evolution**	*SCON*	Study of current knowledge of the evolutionary process and its genetic basis. Lecture, readings from the primary literature, laboratory investigations, and field study are used to consider evolutionary trends. Emphasis is on the new approaches that population geneticists and evolutionary biologists are using to reexamine such issues as how evolution affects gene pools; the implications of the fossil record; causes of extinctions; how species originate; relationships among living organisms; and adaptive versus non-Darwinian evolution.	Scott Boback	3	Spring 2012
BIOL	320	**Forest Ecology & Applications**	*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 as BIOL 320 and ENST 340.	Brian Pedersen	3	Fall 2014 Fall 2013 Fall 2012 Fall 2010
BIOL	324	**Plant Geography and Ecology**	*SCON*	Analysis of factors determining the distribution and abundance of plant species, including study of plant migration patterns today and in the distant past. Lecture includes examples and readings from classic and recent research. Field, laboratory, and greenhouse studies focus on plant demography, plant-animal interactions, plant community structure, competition, soil and water relations, and other topics.	Carol Loeffler	3	Fall 2011
BIOL	325	**Plant Physiology w/Lab**	*SINV*	A study of plant structure and function, with emphasis on the flowering plants. Includes plant cells and organelles, mineral nutrition, translocation processes, and hormonal regulation of growth, development, and reproduction. Biochemical and environmental aspects of photosynthesis are emphasized.	Tom Arnold	3	Fall 2014 Spring 2013
BIOL	401	**Chemical Ecology**	*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. Cross-listed as BIOL 401 and CHEM 490.	Amy Witter Tom Arnold	3	Fall 2013 Fall 2012 Fall 2011

BIOL	401	**Eurasian Invasion, The Columbian Exchange: Biology That Changed the World**	*SINV*	Beginning in 1492 there has been an exchange of all levels of fauna and flora across the globe. This exchange is known as the Columbian Exchange. The biological consequences of this exchange have been dramatic and all ecosystems on this globe have been altered. Today there exists two Europes, two Africas and two Asias as a result of this exchange of species. One of each exists in the original geographic location and the other in the United States. This course will explore the impact of invasive species on the ecosystems in Central Pennsylvania and to a lesser extent the rest of the United States and the World. This is a field based course. Students will visit local examples of invasive damage, local labs and meet scientists that manage invasive species. Students will also discover the controversies surrounding the purposeful introduction of many species that have become important parts of our local ecosystems. Cross-listed and BIOL 401 and ENST 310.	Gene Wingert	3	Fall 2014
BIOL	401	**Field Natural History Mosaic**	*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 as BIOL 401 and ENST 310.	Gene Wingert	3	Fall 2012
BIOL	401	**Freshwater Ecology: Concepts, Research Methods, and Environmental Applications**	*SINV*	This course will examine freshwater aquatic ecosystems, including wetlands, streams, and lakes. Interactions between the physical, chemical and biological components of the systems will be examined, with a focus on advanced field and laboratory research methods utilized to assess healthy and perturbed systems. Biological studies will focus on trophic relationships, behavioral adaptations, colonization patterns, and community dynamics. The impact of hydrology, nutrient dynamics, and physical attributes of aquatic systems on community structure and function will be studied. Issues of environmental contamination, ecosystem restoration, loss of biodiversity, and aquatic toxicology will be discussed. Field studies will include trips to a variety of lakes and wetlands, as well as local streams, during winter and spring conditions. Cross-listed as BIOL 401 and ENST 310.	Candie Wilderman	3	Spring 2011
BIOL	401	**Limnology: The Study of Lakes**	*SINV*	In this course, students will learn about the physical, chemical and biological characteristics of lakes, ponds, reservoirs, and wetlands and the interactions that shape these aquatic ecosystems. This course considers the connections between lake ecosystems and the atmosphere and their watersheds including the running waters and ground waters that modify and transport components of the land to the lake. Students will apply information learned through field trips, lectures, class exercises, case studies, and discussion of relevant literature to investigate environmental problems associated with aquatic ecosystem response to human manipulations and disturbances ranging from global to local scales. Students will become familiar with common methods used for studying lakes, ponds, reservoirs, and wetlands through field trips to local sites and analytical techniques in the laboratory. This experience will culminate in a field-based group research project. Cross-listed as BIOL 401 and ENST 310.	Kristin Strock	3	Spring 2014
BIOL	401	**March to Extinction: The Impact of Climate Change on Biodiversity**	*SINV*	In this course, students and faculty will examine principles of evolution, historical patterns of natural extinction, the current extent of the Holocene/Anthropocene extinction, and evidence concerning the impact of recent climate change on biodiversity, both present and future. We will study proposed designs for enhancing mitigation and adaptation strategies and for protecting and restoring ecosystem resilience. The impact on human communities and livelihoods will be discussed within the larger context of why it matters. In addition to reading the literature and hosting guest speakers, students will each choose a case study to explore in depth through literature and primary research. Students will be responsible for sharing the results of their research in extended presentations which will include their own customized reading assignments and enhancement exercises. There will be an opportunity to attend a weekend field trip to Smith Island in the Chesapeake Bay. Cross-listed as BIOL 401 and ENST 311.	Candie Wilderman	3	Spring 2013
BIOL	401	**Ornithology**	*SCON*	This course emphasizes the evolution, morphology, physiology, ecology and conservation biology of birds. Students will have numerous opportunities both in and outside of the classroom to examine conservation issues and actions as they relate to the functioning of natural ecosystems, the consequences of anthropogenic impacts to those environments and learn how sustainability practices influence many bird species, populations and communities. The lab portion of this course will focus on hands-on learning through a variety of tools, mechanisms and field experiences including but not limited to use of study skins and skeletons, field guides, optics and field-monitoring techniques. Students will be regularly immersed in living labs during field trips both local and regional including visits to a bird banding station, state wildlife management areas and research study sites. In addition students will learn how to identify birds through specific behaviors, visual field marks, songs and calls. There will be at least one day-long field trip during a weekend, one extended lab field trip to a waterfowl stopover habitat during spring migration and an optional 4-5 day field trip over spring break to visit other sites utilized by birds in and outside of Pennsylvania. Each student will also complete a research paper on selected ornithological topics. Cross-listed as BIOL 401 and ENST 310.	Kim Van Fleet	3	Spring 2014
BIOL	401	**Wildlife Ecology**	*SINV*	An in-depth study of specialized subject areas of biology. Students will visit various Northeastern Pennsylvania habitats and have hands-on labs with living organisms, investigating the roles each of these play in the forest and vernal pond environments. Cross-listed as BIOL 401 and ENST 310.	Gene Wingert	3	Spring 2014 Spring 2013
BIOL	412	**Evolving Diversity**	*SCON*	How has the world's diversity of life forms arisen, and what does that diversity mean? Our touchstone will be Leigh Van Valen's (1973) aphorism that "…evolution is the control of development by ecology." We'll investigate how these three fields of biological inquiry inform, support and challenge each other in an integrated approach to understanding organic diversity. We will pay particular attention to the rise of evolutionary developmental biology as a mechanistic framework for generating and constraining diversity of form, and how natural selection operates at multiple levels to yield the diversity that we see in communities of organisms. In addition we will study the changing ways in which humans have categorized living things, and how the meanings of biological diversity contribute to valuation of the natural world.	Anthony Pires	3	Spring 2013
CHEM	111	**Energy and Sustainability**		This course will apply Chemical concepts to topical areas such as nanotechnology, Chemistry in history, the environment and forensic science. Three hours classroom and two hours laboratory a week. This course sequence will not count toward major or minor requirements in biology, biochemistry-molecular biology, or Chemistry. Students who decide to pursue further studies in Chemistry after completion of 111 must enroll in 141. Students may take two different sections of this course for credit.	Michael Holden	3	Spring 2011 Fall 2010
CHEM	490	**Chemical Biology**		Chemical biology is the application of chemical techniques to study and influence biological systems. We will focus on the use of synthetic surrogate molecules both to probe basic biochemical questions and to expand upon the repertoire of substrates provided by nature. Using the primary literature, we will cover topics including non-natural amino acids, novel nucleotides and base pairs, peptidomimetics, reactive sugar and lipid analogs and activity-based probes of catalytic enzymes.	Rebecca Connor	3	Fall 2010
CHEM	490	**Chemical Ecology**	*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. Cross-listed as BIOL 401 and CHEM 490.	Amy Witter Tom Arnold	3	Fall 2013 Fall 2012 Fall 2011

CHEM	490	**Environmental Toxicology & Chemistry**		Chemical biology is the application of chemical techniques to study and influence biological systems. We will focus on the use of synthetic surrogate molecules both to probe basic biochemical questions and to expand upon the repertoire of substrates provided by nature. Using the primary literature, we will cover topics including non-natural amino acids, novel nucleotides and base pairs, peptidomimetics, reactive sugar and lipid analogs and activity-based probes of catalytic enzymes.	Amy Witter	3	Fall 2010
EASN	205	**Chinese Approaches to the Environment, Traditional to Contemporary**	*SCON*	This course explores how the Chinese view the environment, from literature 3,000 years ago, Daosit philosophy, Neo-Confucianism, the works of Zen artists and theory of Chinese medicine to the modern era, serious ecological and environmental problems depicted by contemporary writers.	Rae Yang	Interdisciplinary	Fall 2014
EASN	206	**Asian Urban Ecology**	*SINV*	Asian cities are among the most economically productive in the world, and also number some of the most polluted and environmentally challenged urban centers on the planet. Further complicating this picture is the fact that many Asian cities are also on the cutting edge of policies associated with "ecological modernization," the effort to balance and manage competing economic and environmental interests and values. This course will examine a range of Asian cities, including, for example, Beijing, Singapore, Tokyo, Hong Kong, Shanghai and Seoul, and a range of issues like resource management, urban sprawl and congestion, environmental protection, green space and urban design, biodiversity and environmental justice with a view to better understanding the evolving interdependence among political, economic, social and natural systems in urban Asia. Cross-listed as EASN 206 and POSC 290.	David Strand	Interdisciplinary	Spring 2014
EASN	206	**Environmental Degradation of the Yellow River, China**	*SCON*	Yellow River, central of the rise of Chinese civilization, is the most turbid river in the modern world; however, its water was clear 1000 years ago. What has happened to this river? This interdisciplinary introductory-level course focuses on the environmental degradation in the Yellow River beginning 5000 years ago. The course is aimed at both science and non-science students alike. There are no prerequisites. Topics covered will include 1) Climate change in the Yellow River drainage basin since the Holocene, including a brief temperature and drought history since the Neolithic Age; 2) The impacts of deforestation and human reclamation on Yellow River and its significance to fluvial and sediment discharge; 3) Frequent river course shifts and their relationship to environmental degradation and human activities; 4) Fluvial and sediment budget and sedimentation in the lower reaches and offshore area; and 5) The socio-economic impacts of the historical river course shifts and their significance to regional sustainability development. Cross-listed as EASN 206, ENST 311 and ERSC 311.	Kelin Zhuang	Interdisciplinary	Spring 2014
EASN	206	**Looking Across the Pacific: Japanese and American Environmental History**	*SINV*	Cultural comparison can be a powerful tool to get us to question our assumptions and to make the familiar seem unfamiliar. With this in mind, this class juxtaposes the environmental histories of the United States and Japan, highlighting radical differences, unexpected similarities, and transpacific connections. Separate units will question each culture's definitions of "nature," examine different relationships with "indigenous cultures," compare energy strategies, with a particular focus on the Three Mile Island and Fukushima disasters, and finally examine how these cultures have influenced each other through the exchange of organisms and ideas. Cross-listed as EASN 206, ENST 311 and HIST 211.	Emily Pawley	2	Fall 2014
EASN	206	**Paleoclimatology of East Asia**	*SCON*	This introductory-level course focuses on Quaternary climate change in East Asia (China, Korea and Japan) with special emphasis on the past 20,000 years. It is designed to be accessible to both science and non-science students. There are not prerequisites. Topics covered will include 1) global and regional mechanisms of frequent Quaternary climate change; 2) climate change records retrieved from loess deposits, marine sediments, and caves; 3) sea level change and its influence on regional land-sea interaction; 4) Himalaya uplift and East Asian monsoon evolution in the Quaternary based on records from Ocean Drilling Program Leg 184 and cave sediments; 5) climate change related to sustainable development in East Asia's large rivers and their deltas, including the Yellow and the Yangtze Rivers. Cross-listed as EASN 206 ENST 311 and ERSC 311.	Kelin Zhuang	2	Fall 2013
EASN	206	**Six East Asian Cities**	*SCON*	East Asian Cities have been deeply involved with East Asian and global history as the capitals of empires and nations, colonial outposts, and commercial, industrial and cultural centers. We will profile six important East Asian cities: Ho Chi Minh City, Hong Kong, Shanghai, Tokyo, Beijing, and Seoul. We will examine their common and separate histories and the roles they play in contemporary Vietnamese, Chinese, Japanese and Korean affairs, the East Asian region, and the world. Cross-listed as EASN 206 and HIST 215.	David Strand	Interdisciplinary	Spring 2012 Spring 2011
EASN	206	**US/China Relations**	*SCON*	The super-power status of the United States has long been a face the People's Republic of China has had to reckon with. Now, with the rise of China to international power and prominence, the United States is challenged in new ways by this once poor and weak Asian country. The course will examine U.S.-China relations from historical, cultural and policy perspectives and examine issues like economic relations, strategic competition, the Taiwan question, North Korean nuclear weapons, human rights, and the environment.	David Strand	Interdisciplinary	Fall 2010
EASN	305	**Nature and the Environment in Japanese Literature and Film**	*SCON*	This course explores the relationship between humanity and nature in Japanese literature and film. Though we will draw from earlier examples, the majority of the course will be focused on the modern era (post 1868). Some topics for exploration include: the role of animals in Japanese culture, nature as a reflection of the self, natural and industrial disasters, and nature in the imagination. As we move through the class, we will also work to understand "ecocriticism" as an approach to cultural texts in relation to the science of ecology. As a writing intensive course, we will learn to apply ecocritical methods to examine poetry, fiction, non-fiction and film to create analytical essays.	Alex Bates	Interdisciplinary	Fall 2014 Spring 2013
EASN	306	**Politics of Environmental Protection in Asia**	*SINV*	This seminar takes a close look at the political, social, cultural, and legal issues that affect environmental protection in Asia. Focusing attention on China, Japan, India and Taiwan, and by drawing upon scholarly literature in political science, sociology, anthropology, law, and history, the course aims to provide students with a multidisciplinary understanding of the myriad factors which shape the content of environmental legislation and policies and how these are implemented in society. Does China's authoritarian system give environmental laws more "bite"? What roles do NGOs play in Asia? Does Confucianism, Shintoism or Hinduism make people more or less inclined to protect the environment? How do Asians deal with the impact of rapid economic growth? In short, we will try to understand the complex interaction between political, legal, and social dimensions of environmental protection in a region that is home to half of the world's population and three of the world's current and future economic powerhouses. Cross listed as EASN 306, ENST 311 and POSC 390.	Neil Diamant	Interdisciplinary	Spring 2012 Spring 2011
ECON	111	**Introduction to Microeconomics**	*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.	Tynan Underwood Mwilaria Bellinger Kongar Berger Farrant Hawks Dean McPhail	2	Fall 2014 Spring 2014 Fall 2013 Spring 2013 Fall 2012 Spring 2012 Fall 2011 Spring 2011 Fall 2010

ECON	214	**Cuba: Economic, Environmental and Social Sustainability and Resiliency**	*SINV*	At the beginning of the 21st century, Cuba, a small (however the biggest) island nation in the Caribbean, with a population of 11 million, is facing major challenges as it attempts to carry on and further develop its unique brand of 21st Century socialism. This globally integrated course is a co-taught economics and sociology course that focuses broadly on the questions of sustainability from economic, environmental, political, cultural and social perspectives. It examines contemporary economic and social conditions and policies, international relations, and the ramifications of the Cuban revolution of 1959. Special attention will be given to urban agriculture as well as to social policy related to health, education, family, youth, gender and sexuality. In order to deepen our understanding of Cuba's economy, society, and culture today, we will integrate a 10-day study tour of Cuba over spring break. Cross-listed as ECON 214 and SOCI 230.	Sinan Koont Susan Rose	2	Spring 2012
ECON	214	**Political Economy of the Middle East**		This course aims to help students gain a more nuanced understanding of the issues and problems facing the economies of the Middle East. To do so, we will review the regions history to introduce the institutional, religious, social, political and economic factors that have led to the current economic conditions and developmental problems in the region; make an introduction to the theoretical and conceptual frameworks such as human development, the political economy of oil, political Islam, alternative banking systems, the role of the state in the economy; apply the theoretical and conceptual frameworks to the analysis of the current economic and social ills such as unemployment, inflation, high dependency ratio, low trade levels; gender inequalities, civil wars; examine scenarios for the future with an emphasis on the human development framework. In our analysis, we will pay special attention of the Middle East's place in the global world economy. To understand the economic relations of the countries in the region with each other and the rest of the world, we will introduce and discuss the concepts of regional integration, trade and financial liberalization, structural adjustment programmed, economic restructuring and internal and external migration including brain drains, economic roots of terrorism.	Ebru Kongar	2	Fall 2010
ECON	222	**Environmental Economics**	*SCON*	A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. Cross-listed as ECON 222 and ENST 222.	Tony Underwood Sebastian Berger Nicola Tynan	2	Fall 2014 Spring 2014 Fall 2013 Spring 2013 Fall 2012 Spring 2012 Fall 2011 Spring 2011
ECON	223	**American Capitalism and Social Justice**	*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 as AMST 200, ECON 223 and SOCI 230.	Andrew Farrant	2	Fall 2012
ECON	228	**Economic Analysis of Policy**	*SCON*	This course introduces the basic economic techniques used in the analysis of public policy and applies these techniques to a variety of social problems and policies. The economic techniques taught include the analysis of market failure, benefit-cost analysis, and economic impact analysis. Applied topics vary, but are likely to include education and job training, welfare reform, subsidies for the arts, and housing policy for the poor, among others. Whenever possible, this course will include one or more group research projects related to the Central Pennsylvania region. Past projects have included the economic impact of Dickinson College and an analysis of the economic and social conditions in Carlisle's Hope Station neighborhood. Cross listed as ECON 228, LAWP 228 and PMGT 228.	Nicola Tynan	2	Spring 2013 Spring 2012 Fall 2012
ECON	236	**Latin America Economics**	*SCON*	The goal of this course is to survey the economic history, environment, and institutions of Latin American countries, as well as the current problems facing Latin America and their possible solutions. Among the topics to be considered are the region's colonial heritage, industrialization strategies, agricultural reforms, debt crises, attempts at regional integration (including NAFTA), and efforts to revise the role of the state. Cross-listed as ECON 236 and LALC 236.	Sebastian Berger	2	Spring 2013
ECON	288	**Contending Economic Perspectives**	*SCON*	A study of heterodox economic theories including radical, post-Keynesian, institutional, steady state, and neo-Austrian economics. The historical evolution of these different perspectives is traced and the core theory and methods of each is appraised.	Ebru Kongar	2	Fall 2014 Fall 2013 Spring 2013
ECON	314	**Cuba's Economy and Economic History**	*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	2	Fall 2012
ECON	314	**Limits to Growth and the Macroeconomics of Climate Change**	*SINV*	Theories of economic growth will be introduced and analyzed in order to understand the prominent role they play in macroeconomics and climate change debates. Economic growth is often treated as a necessity for the functioning and development of national economies. Continuous growth of this kind requires the use of natural and human resources on an ever-expanding scale and carries with it increasing greenhouse gas emissions. In light of recent research on world climate change this vision of economic growth is brought into question and critically examined. Different approaches to accounting for the effects of greenhouse gas accumulation on the world economy in terms of output, employment, and distribution will be treated in depth. Potential mitigation efforts on a world scale will also be explored.	Jonathon Cogliano	2	Spring 2014
ECON	314	**Urban Economics**	*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 Bellinger	2	Fall 2012
ECON	349	**Political Economy of the Third World**		An analysis of the causes of and proposed solutions to world poverty from an international political economy perspective. Includes a study of the colonial legacy of the Third World, underdevelopment as a regressive process, alternative development strategies, social and political structures, and simple growth and planning models. Neoclassical, structuralists, dependency, and Marxist approaches are explored. Designed for economics majors and other students interested in international studies and Latin American Studies.	Sinan Koont	2	Fall 2010
ECON	371	**Topics in Economic History**	*SCON*	This course introduces students to a variety of controversial issues in European and United States economic history. Topics include: causes and consequences of the Industrial Revolution, poverty and poor relief in Britain, economics of slavery, the rise of American capitalism, causes and consequences of the Great Depression. Emphasis is on issues in 19th and 20th century British and U.S. economic history. A variety of theoretical perspectives are explored. This course may be taught as a standard or Writing Intensive elective.	Nicky Tynan	2	Spring 2013

ECON	496	**Economics Seminar**	*SCON*	In a world of unprecedented wealth, the average life-expectancy in some parts of the world is 41 years. Almost 2 million children die each year because they lack access to clean water and adequate sanitation. 100 million women are not alive today due to unequal access to health care and economic resources. In the United States, infant mortality rates are significantly higher among African-Americans. What are the political and economic conditions which lead to these differences in well-being across and within nations? What are the relationships between health and macroeconomic "ills" such as poverty, unemployment, recession, foreign debt, environmental degradation, and socio-economic inequalities between nations, genders, and races? How does globalization affect women and men in different parts of the world? In this course, we will try to answer these and other questions as we analyze the relationships between health and political and economic conditions world populations face today. We will also discuss alternative national and international policies that aim at promoting health in a globalized world.	Ebru Kongar	2	Spring 2012
ECON	496	**Political Economy of Health**	*SCON*	In a world of unprecedented wealth, the average life-expectancy in some parts of the world is 41 years. Almost 2 million children die each year because they lack access to clean water and adequate sanitation. 100 million women are not alive today due to unequal access to health care and economic resources. In the United States, infant mortality rates are significantly higher among African-Americans. What are the political and economic conditions which lead to these differences in well-being across and within nations? What are the relationships between health and macroeconomic "ills" such as poverty, unemployment, recession, foreign debt, environmental degradation, and socio-economic inequalities between nations, genders, and races? How does globalization affect women and men in different parts of the world? In this course, we will try to answer these and other questions as we analyze the relationships between health and political and economic conditions world populations face today. We will also discuss alternative national and international policies that aim at promoting health in a globalized world.	Ebru Kongar	2	Spring 2013
ECON	496	**Sustainable Food Production & Urban Agriculture**		This seminar will constitute the study and analysis of the issue of sustainable provision of foodstuffs for the population of the world, and the role played by urban and increasingly agroecological production in this effort. We will consider case studies across the world, including the case of Cuba, and investigate the policy environments, the institutional support mechanisms, the roles played by markets and the state. The students will be working in teams as well as write individual Seminar papers.	Sinan Koont	2	Spring 2011
ECON	332	**Economics of Natural Resources**	*SCON*	This course uses microeconomics to analyze the use and conservation of natural resources, including energy, minerals, fisheries, forests, and water resources, among others. Broad themes include the roles of property rights, intergenerational equity, and sustainable development in an economy based on resource exploitation. Cross-listed as ECON 332 and ENST 311.	Nicola Tynan	2	Spring 2014
ENGL	101	**American Nature Writing: Environment, Cultures, and Values**	*SINV*	Perhaps no genre of literature is as uniquely American as American nature writing. No genre can tell us as much about our environment, environmental culture, and the values that derive from and depend upon our natural environment. We will also work to define "nature" and to understand the complex connections between humans and the nonhuman environment they inhabit. Our guides will be Henry David Thoreau, Aldo Leopold, Edward Abbey, Annie Dillard, Terry Tempest Williams, Bill McKibben, and others. The course will be a study of metaphor, poetic and prose styles, and the link between literary and naturalistic observation. Our texts will be literary; our contexts will be environmental, cultural, and ethically ecological. Are humans a part of the natural environment? Do we see ourselves as distinct from nature? Is our environment beautiful and benign (sunsets, daffodils, puffins) or ugly and destructive (hurricanes, cancer, death)? We will examine the current importance (as well as the controversial aspects) of evolutionary ideas, and we will emphasize the role played by literature in the development of our own environmental assumptions and values. Two essays and a final exam. Cross-listed as ENGL 101 and ENST 111.	B. Ashton Nichols	1	Fall 2014 Spring 2014
ENGL	101	**Black Sustainability in African Diasporic Literatures**	*SINV*	Selected topics in Africana Studies at the intermediate level. The subject matter will vary from year to year dependent upon the interests of core and contributing Africana Studies faculty as well as the needs and interests of students. Topics may include the Atlantic Slave Trade and Africans in the Making of the Atlantic World, Major African American Writers, Caribbean Diasporic Identities, among others. Cross-listed as AFST 220 and ENGL 101.	Lynn Johnson	Interdisciplinary	Spring 2014
ENGL	101	**Caribbean Landscapes**		This course will introduce you to the literary and cultural movements and works of the modern Caribbean, with a focus on the intersections between local, migrant, and transnational perspectives. The Caribbean contains tremendous linguistic, cultural, and historical complexity. Long a region vulnerable to the volatility of its physical environment as much as to the impact of violent imperial conquest and of colonialism, its literature and cultural production are profoundly expressive of these conditions. Works will be drawn from multiple genres (including nonfiction and film) and will most likely include the dramatic work of Edgar White, Trevor Rhone, and Mustapha Matura; the poetry of Aime Cesaire, Jean Binta Breeze, and Derek Walcott, the essays of George Lamming and Kamau Brathwaite, and the fiction of Michelle Cliff and Jean Rhys.	Victoria Sams	1	Fall 2010
ENGL	212	**Writing About Natural History**	*SINV*	This course is designed to improve your skills as a writer of expository prose by emphasizing the genre of nature writing. We will concentrate on a variety of writing problems and techniques, emphasizing specific skills necessary to a wide range of writing tasks: description, summary, narration, argumentation, analysis, and interpretation. In all cases, our focus will be on the natural world and human connections to that world. Discussions of essay reading assignments will be supplemented by workshop sessions and individual tutorials. Students will have the opportunity to critique work by their classmates and to compare their own essays to works by nature writers of the past two centuries. The course aims to concentrate your attention on the precise stylistic details that lead to effective writing. Cross-listed as ENGL 212 and WRPG 211.	B. Ashton Nichols	1	Fall 2014 Fall 2012
ENGL	212	**Writing About Food**	*SCON*	Food has always been an index of culture and a medium of expression: "Tell me what you eat," wrote Brillat-Savarin in The Physiology of Taste, "and I will tell you what you are." But how best to tell? This course will examine examples of food writing in order to learn the craft of successful nonfiction in a range of modes, including reportage, argument, and personal essay. In this course, we will examine the way we treat, eat, cook, and think about food in order to understand better the condition of our world and the shape of our personal histories. At the same time, we will examine how to develop, research, draft, and revise a successful essay in order to hone our writing about food or any topic.	Siobhan Phillips	1	Spring 2012
ENGL	360	**Ecocriticism: An Introduction**	*SINV*	Ecocriticism is a recent form of literary and cultural interpretation that has emerged out of emphasis on the relationship between humans and the natural environment. Ecocritics emphasize the role played by nonhuman nature in a wide range of texts, literary and otherwise. They also interrogate the ways that human interactions with nature (plants, animals, geology, landscapes) have affected human life and the natural world. Many ecocritics have environmentalist or preservationist agendas; others are more interested in the philosophical and cultural implications of human understanding of and impact on the natural environment. We will set literary works in dialogue with scientists and nature writers of the past two centuries and will examine the current importance (as well as the controversial aspects) of ecocritical ideas. We will emphasize the role played by literature in the development of our own assumptions and values. The course will also focus attention on critical approaches and literary methods and will help students to develop more sophisticated research skills as they move toward the senior seminar year.	B. Ashton Nichols	1	Spring 2013 Spring 2011
ENGL	375	**African American Women Writers**	*SCON*	This course examines a range of the literary productions written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Cross-listed as AFST 320, ENGL 375 and WGST 300.	Lynn Johnson	1	Spring 2013

ENGL	403	**Thoreau & American Nature Writing**	*SINV*	Thoreau's Walden is the foundational document of American nature writing. Many earlier American explorers, naturalists, and authors had described the natural wonders of the new continent, but until Thoreau, no author had located "nature" at the center of one vision of the American psyche. We will begin with a careful examination of Walden, its source texts and the texts it influenced. We will then seek to understand connections between Henry David Thoreau and the tradition of environmental writing that he began in America. This focus will allow us to engage important questions confronting students and scholars interested in the tradition of environmental literature in America, the sources of that tradition in a wider American culture, and the impact of that tradition on the current environmental movement, both nationally and internationally. Writers studied may include: Aldo Leopold, Edward Abbey, Annie Dillard, Peter Matthiessen, Terry Tempest Williams, Bill McKibben, and E. O. Wilson. From the preservation of wild lands to debates about global warming, from the desire to conserve and protect animal species to the need to make use of natural resources for the betterment of human life and communities, we will explore the ways that "nature writing" and "environmental literature" have played a crucial role in the development of these ideas. Students will write one short essay (8-10 pp.) of careful textual analysis. They will also produce one long research essay (12-15 pp.) which may or may not form the basis for their senior thesis in English 404.	B. Ashton Nichols	1	Fall 2013 Fall 2010
ENST	111	**American Nature Writing: Environment, Cultures, and Values**	*SINV*	Perhaps no genre of literature is as uniquely American as American nature writing. No genre can tell us as much about our environment, environmental culture, and the values that derive from and depend upon our natural environment. We will also work to define "nature" and to understand the complex connections between humans and the nonhuman environment they inhabit. Our guides will be Henry David Thoreau, Aldo Leopold, Edward Abbey, Annie Dillard, Terry Tempest Williams, Bill McKibben, and others. The course will be a study of metaphor, poetic and prose styles, and the link between literary and naturalistic observation. Our texts will be literary; our contexts will be environmental, cultural, and ethically ecological. Are humans a part of the natural environment? Do we see ourselves as distinct from nature? Is our environment beautiful and benign (sunsets, daffodils, puffins) or ugly and destructive (hurricanes, cancer, death)? We will examine the current importance (as well as the controversial aspects) of evolutionary ideas, and we will emphasize the role played by literature in the development of our own environmental assumptions and values. Two essays and a final exam. Cross-listed as ENGL 101 and ENST 111.	B. Ashton Nichols	1	Fall 2014 Spring 2014
ENST	111	**Environment, Culture and Values**	*SCON*	A study of the effects of scientific, religious, and philosophical values on human attitudes toward the environment and how these attitudes may affect our way of life. By focusing on a particular current topic, and by subjecting the basis of our behavior in regard to that topic to careful criticism, alternative models of behavior are considered together with changes in lifestyle and consciousness that these may involve.	Mara Donaldson Susan Feldman Roger Turner	2	Fall 2013 Fall 2012 Spring 2012 Fall 2011
ENST	130	**Introduction to Environmental Science: Energy, Waste, and Human Health**	*SINV*	An integrated, interdisciplinary study of environmental disruption and management where the application of natural science principles informs and management where the application of natural science principles informs and understanding of human-environmental interaction. Emphasis will be on the study of energy procurement and use, waste management, and human population dynamics and environmental health. Field study includes travel to industrial, mining, and agribusiness sites. Laboratory work includes using public databases for documentation of toxic releases and human health effects; and the generation, measurement, and use of renewable energy resources.	Michael Beevers Greg Howard	2	Spring 2014 Spring 2013 Spring 2012 Spring 2011 Spring 2010
ENST	131	**Introduction to Environmental Science: Natural Ecosystems and Human Disruption**	*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.	Kristin Strock Candie Wilderman Betty Ferster	2	Fall 2014 Fall 2013 Spring 2012 Fall 2012 Fall 2011 Fall 2010
ENST	132	**Foundations of Environmental Science**	*SINV*	An integrated, interdisciplinary study of environmental disruption and management. Emphasis will be on the study of energy procurement, waste management, and human environmental health. Field study includes travel to industrial, mining, and agribusiness sites. Laboratory work includes using federal databases for documentation of toxic releases and human health effects and the generation, measurement, and use of renewable energy resources. This course is designed for students with a special interest in Environmental Studies and will focus on quantitative and qualitative methods for environmental analysis and critical thinking in preparation for future study.	Brian Pedersen Greg Howard Michael Heiman	2	Spring 2014 Spring 2013 Spring 2012 Spring 2011 Spring 2010
ENST	151	**History of Environment**	*SINV*	Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resources frontiers, and diverse perceptions of nature. This course is cross-listed as ENST 151 and HIST 151.	Emily Pawley	2	Fall 2014
ENST	202	**Energy Resources**	*SCON*	The study of the origin, geologic occurrence, and distribution of petroleum, natural gas, coal, and uranium. Discussions include the evaluation and exploitation, economics, law, and the environmental impact of these resources and their alternatives, including geothermal, wind, solar, tidal, and ocean thermal power. Cross-listed as ENST 202 and ERSC 202.	Marcus Key	3	Spring 2014 Spring 2013 Spring 2011
ENST	205	**Global Environmental History**	*SINV*	Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resource frontiers, and diverse perceptions of nature. Cross-listed as ENST 205 and HIST 205.	Emily Pawley	2	Spring 2012
ENST	206	**American Environmental History**	*SCON*	Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North America environment form the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement. Cross-listed as ENST 206 and HIST 206.	Emily Pawley	2	Spring 2014 Spring 2013 Fall 2011
ENST	214	**Ecological Anthropology**	*SINV*	The "environment" has become an increasingly important part of anthropological explanations. Although human societies try dominating and controlling their surroundings, they are really a part of a complex set of interactions involving energy flows, power, technology, social organization, and ritual behavior. As a result, humans are affected by their physical and social surroundings in many, often unanticipated, ways. Our objective is to examine the scope of this expanding and important sub discipline of anthropology, understand the relevance to many of our current concerns, and take a critical look into the future. Particular emphasis will be placed on how climate change affects human societies, how humans perceive changes and how they are responding to these changes. Cross-listed as ANTH 214 and ENST 214.	Kjell Enge	2	Fall 2014 Spring 2012

ENST	215	**Jewish Environmental Ethics**	*SCON*	Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions, advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. Is Judaism really to blame for the world's environmental woes? In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (i.e., Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies. Cross-listed as ENST 215, JDST 215 and RELG 215.	Andrea Lieber	2	Spring 2013 Spring 2012 Fall 2010
ENST	218	**Geographic Information Systems**	*SINV*	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 as ARCH 218, ENST 218 and ERSC 218.	Jim Ciarrocca Kristen Brubaker	2	Fall 2014 Spring 2014 Fall 2013 Fall 2012 Spring 2012 Fall 2011 Fall 2010
ENST	220	**Environmental Geology**	*SINV*	A survey of humankind's interaction with the physical environment focusing on geologic processes. The importance of geologic materials such as soils, sediments and bedrock, and natural resources will be discussed in the context of world population. Natural hazards (floods, earthquakes, volcanoes, coastal erosion, and landslides) will be studied to understand how we can minimize their threat. Land use and abuse including natural resource exploitation and pollution will be discussed in the context of geologic information for proper land-use planning. Labs will emphasize field study of environmental problems in the Cumberland Valley. Cross-listed as ENST 220 and ERSC 220.	Jeff Niemitz	2	Spring 2013 Fall 2010
ENST	222	**Environmental Economics**	*SCON*	A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. Cross-listed as ECON 222 and ENST 222.	Tony Underwood Sebastian Berger Nicola Tynan	2	Fall 2014 Spring 2014 Fall 2013 Fall 2012 Spring 2013 Fall 2012 Spring 2012 Fall 2011 Spring 2011
ENST	310	**Energy Policy: Procurement, Use, and Regulation**	*SINV*	Energy policy refers to the myriad of collective public and private decisions taken to secure access to and conserve energy resources necessary for sustaining a society. For the modern nation state, energy procurement and use are leading contributors to global climate change and environmental disruption, remain a major sector of the economy, and are significant factors with national security decisions. This class will explore the environmental impact of traditional fossil fuel and nuclear energy sources, consider renewable energy alternatives designed to promote ecological and social sustainability, and then focus on policy and management decisions at various regulatory levels designed to both secure energy resources and limit environmental impact. Class meetings and discussion will be supplemented with weekly laboratory meetings and field trips including extended trips to the Marcellus Shale natural gas and coal-mining regions of Pennsylvania. Cross-listed as ENST 310 and PMGT 290.	Michael Heiman	2	Spring 2011
ENST	310	**Environmental Health Sciences**	*SCON*	An interdisciplinary intermediate-level approach to the study of environmental problems and policy analysis. The course is project-oriented, with students bringing the experience and perspective of their own disciplinary major to bear on a team approach to the analysis and proposed resolution of an environmental problem. Topics vary depending on faculty and student interests, and on the significance of current affairs. Three hours of classroom and three hours of laboratory a week.	Greg Howard	2	Fall 2013
ENST	310	**Eurasian Invasion, The Columbian Exchange: Biology That Changed the World**	*SINV*	Beginning in 1492 there has been an exchange of all levels of fauna and flora across the globe. This exchange is known as the Columbian Exchange. The biological consequences of this exchange have been dramatic and all ecosystems on this globe have been altered. Today there exists two Europes, two Africas and two Asias as a result of this exchange of species. One of each exists in the original geographic location and the other in the United States. This course will explore the impact of invasive species on the ecosystems in Central Pennsylvania and to a lesser extent the rest of the United States and the World. This is a field based course. Students will visit local examples of invasive damage, local labs and meet scientists that manage invasive species. Students will also discover the controversies surrounding the purposeful introduction of many species that have become important parts of our local ecosystems. Cross-listed and BIOL 401 and ENST 310.	Gene Wingert	3	Fall 2014
ENST	310	**Field Natural History Mosaic**	*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 as BIOL 401 and ENST 310.	Gene Wingert	2	Fall 2013 Fall 2012
ENST	310	**Freshwater Ecology: Concepts, Research Methods, and Environmental Applications**	*SINV*	This course will examine freshwater aquatic ecosystems, including wetlands, streams, and lakes. Interactions between the physical, chemical and biological components of the systems will be examined, with a focus on advanced field and laboratory research methods utilized to assess healthy and perturbed systems. Biological studies will focus on trophic relationships, behavioral adaptations, colonization patterns, and community dynamics. The impact of hydrology, nutrient dynamics, and physical attributes of aquatic systems on community structure and function will be studied. Issues of environmental contamination, ecosystem restoration, loss of biodiversity, and aquatic toxicology will be discussed. Field studies will include trips to a variety of lakes and wetlands, as well as local streams, during winter and spring conditions. Cross-listed as BIOL 401 and ENST 310.	Candie Wilderman	2	Spring 2011
ENST	310	**Limnology: The Study of Lakes**	*SINV*	In this course, students will learn about the physical, chemical and biological characteristics of lakes, ponds, reservoirs, and wetlands and the interactions that shape these aquatic ecosystems. This course considers the connections between lake ecosystems and the atmosphere and their watersheds including the running waters and ground waters that modify and transport components of the land to the lake. Students will apply information learned through field trips, lectures, class exercises, case studies, and discussion of relevant literature to investigate environmental problems associated with aquatic ecosystem response to human manipulations and disturbances ranging from global to local scales. Students will become familiar with common methods used for studying lakes, ponds, reservoirs, and wetlands through field trips to local sites and analytical techniques in the laboratory. This experience will culminate in a field-based group research project. Cross-listed as BIOL 401 and ENST 310.	Kristin Strock	3	Spring 2014

ENST	310	**Methods in Environmental Health Sciences**	*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.	Greg Howard	2	Fall 2012 Fall 2010
ENST	310	**Ornithology**	*SCON*	This course emphasizes the evolution, morphology, physiology, ecology and conservation biology of birds. Students will have numerous opportunities both in and outside of the classroom to examine conservation issues and actions as they relate to the functioning of natural ecosystems, the consequences of anthropogenic impacts to those environments and learn how sustainability practices influence many bird species, populations and communities. The lab portion of this course will focus on hands-on learning through a variety of tools, mechanisms and field experiences including but not limited to use of study skins and skeletons, field guides, optics and field-monitoring techniques. Students will be regularly immersed in living labs during field trips both local and regional including visits to a bird banding station, state wildlife management areas and research study sites. In addition students will learn how to identify birds through specific behaviors, visual field marks, songs and calls. There will be at least one day-long field trip during a weekend, one extended lab field trip to a waterfowl stopover habitat during spring migration and an optional 4-5 day field trip over spring break to visit other sites utilized by birds in and outside of Pennsylvania. Each student will also complete a research paper on selected ornithological topics. Cross-listed as BIOL 401 and ENST 310.	Kim Van Fleet	3	Spring 2014
ENST	310	**Qualitative Methods: Place, Space, and Identity along the Susquehanna River**		What is the difference between the concepts of 'space' and 'place'? What does the concept 'place' mean to people living along rivers? Can a person's sense of 'place' help us understand their cultural and individual histories and identities? How can a person's sense of 'place' and the histories and identities they conjure be represented in space? This course is designed to get students asking such questions and thinking more critically about where people live, or have lived, how people relate to the places they live, what this may (or may not) say about their identities, and how this impacts the way people map, or visualize, and interpret the world around them. The classroom component will include reading, discussing, and writing about a variety of cultural geography theories and methods with a focus on river-ways as specific types of spaces, and the concept of place as separate from space. The methods discussed will span a wide array of critical theoretical practices, including interpretive policy analysis, feminist and critical geography, and participatory action. The lab component will use computer modules and on-line materials to introduce the use of GIS and mapping as a tool for cultural and social description and critical analysis. The field component will include one two-day and one four-day field trip to the Endless Mountains of Pennsylvania. Field method knowledge acquisition and practice will include participant observation, oral history interviewing, and cognitive mapping. While in the field, each student will be responsible for conducting at least one oral history interview with someone who lives, works, or recreates along the Susquehanna River.	Simona Perry	2	Fall 2010
ENST	310	**Research Methods**	*SCON*	An intermediate-level overview of research methods and tools in the environmental sciences, with emphasis on numerical, computer, and field skills. Contents will include quantitative reasoning; study design principles; data collection in the field; data management; analysis of data including summary statistics and regression; graphical presentation of data; library and journal research skills; and writing for both scientific and lay audiences. These skills will be learned by applying them to several discrete environmental research projects.	Greg Howard Candie Wilderman	2	Spring 2012
ENST	310	**Wildlife Ecology**	*SINV*	An in-depth study of specialized subject areas of biology. Students will visit various Northeastern Pennsylvania habitats and have hands-on labs with living organisms, investigating the roles each of these play in the forest and vernal pond environments. Cross-listed as BIOL 401 and ENST 310.	Gene Wingert	2	Spring 2014 Spring 2013
ENST	311	**Buddhism & the Environment**	*SINV*	Although protection of the environment is not a Buddhist goal per se, it is involved in the quest for enlightenment. The course will apply the Buddhist perspective to questions about the relations between humans and the rest of nature, to specific environmental problems, to the tradeoffs between human good and protection of other species, and to consumption and consumerism. Cross-listed as ENST 311 and RELG 311.	Daniel Cozort	1	Fall 2014 Fall 2013 Fall 2011 Fall 2010
ENST	311	**Cities, Environment and Health**	*SINV*	Most of the world's population now lives in urban areas. This course will address the impacts and opportunities of cities for both public health and the environment. Particular attention will be given to megacities in the developing world, addressing public health needs, environmental impacts, and possible development paths. We'll consider the consequences of different types of urban design, the history and future of health infrastructure, and the challenges of creating healthy and sustainable cities.	Greg Howard	2	Fall 2014 Fall 2011
ENST	311	**Environment and Society**	*SCON*	Margaret Mead famously warned, "we won't have a society if we destroy the environment". This course aims to understand how society is intimately dependent on natural resources, and how human actions alter the environment. The class serves as a gateway for students to gain qualitative skills necessary to analyze social and environmental issues through problem identification, assessment of challenges, solution review, and the formation of an argument based on evidence. These skills will be learned through analysis of the human implications of contemporary environmental challenges including: climate change, hydraulic fracturing, and food justice.	Heather Bedi	2	Fall 2014
ENST	311	**Environment, Conflict and Peace**	*SCON*	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 as ENST 311 and INST 290.	Michael Beevers	2	Fall 2014 Fall 2012
ENST	311	**Environmental Activism**	*SINV*	This course explores how a range of actors engage in activism to contest environmental harm. Through in depth analysis of activism, the opportunities and challenges associated with environmental protest are reviewed. Course material and exercises encourage students to explore how narratives of environmental protest reflect and respond to how people use and experience natural resources, and how cultural norms and expectations provide particular terrains to encourage or discourage environmental activism. Drawing from national and international examples, diverse means and methods of environmental activism are reviewed including: blogs, Geographic Information Systems (GIS), online petitions, litigation, street rallies, and shareholder activism.	Heather Bedi	2	Fall 2014

ENST	311	**Environmental Degradation of the Yellow River, China**	*SCON*	Yellow River, central of the rise of Chinese civilization, is the most turbid river in the modern world; however, its water was clear 1000 years ago. What has happened to this river? This interdisciplinary introductory-level course focuses on the environmental degradation in the Yellow River beginning 5000 years ago. The course is aimed at both science and non-science students alike. There are no prerequisites. Topics covered will include 1) Climate change in the Yellow River drainage basin since the Holocene, including a brief temperature and drought history since the Neolithic Age; 2) The impacts of deforestation and human reclamation on Yellow River and its significance to fluvial and sediment discharge; 3) Frequent river course shifts and their relationship to environmental degradation and human activities; 4) Fluvial and sediment budget and sedimentation in the lower reaches and offshore area; and 5) The socio-economic impacts of the historical river course shifts and their significance to regional sustainability development. Cross-listed as EASN 206, ENST 311 and ERSC 311.	Kelin Zhuang	Interdisciplinary	Spring 2014
ENST	311	**Food and American Environment**	*SCON*	This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross-listed as ENST 311 and HIST 211.	Emily Pawley	2	Fall 2014 Spring 2013
ENST	311	**Fundamentals of Nonprofit Management**		The objective of the service learning course is to provide students with a clearer understanding of the ways nonprofit organizations individually and collectively strive to improve and maintain a desirable civil society. The major course components will include the following: a review of the nonprofit sector to include a discussion on the purpose of the sector and its evolution in American society; the leadership and governance of nonprofit organizations; nonprofit strategic management; nonprofit operational management; and the measurement of nonprofit organizational effectiveness. This offering of the course will specifically focus on the roles of nonprofit organization in the areas of environmental advocacy and service. Cross-listed as ENST 311 and INBM 300.	David Sarcone	2	Fall 2010
ENST	311	**Global Environmental Challenges and Governance**	*SINV*	Climate change poses significant challenges for attaining sustainable development goals. It is global in its causes and consequences, but responsibilities for causing climate change, vulnerability to its effects, and capabilities for acting to reduce the risks differ for different nation states and other actors. Meaningful action to slow or stop climate change is beyond the means of individual nations, and international institutions have been created to negotiate, mobilize and oversee cooperation to mitigate and adapt to climate change. Taking an interdisciplinary approach, we will examine the processes, politics, ethics and effectiveness of these governance institutions and the roles of different actors in the governance of climate change. We will explore the demographic, social and economic drivers of global climate change; the dangers it poses to ecological systems, human wellbeing, and sustainable development; and policy options for responding to the dangers. Our explorations will result in students being able to articulate the perspectives of key stakeholders on important issues in the governance of global climate change and critically analyze the performance of international environmental governance institutions. Cross-listed as ENST 311, INST 290 and SUST 330.	Neil Leary	Interdisciplinary	Fall 2014 Fall 2011
ENST	311	**Global Environmental Politics**	*SINV*	This course provides an introduction to the study global environmental politics. It seeks to understand how the global environment is being changed by humanity and how individuals, communities, societies, organizations, movements, corporations and states are responding to those changes. Global environmental politics as a field of study is not settled terrain but a contested space because "where you sit in the world" points to very different interpretations about nature, the extent of environmental problems, who or what is at fault, and the equity or effectiveness of the proposed solutions. This course will be oriented around several overlapping thematic areas and ways of thinking about global environmental politics. First, we will engage in a discussion of global environmental governance, which focuses primarily on the role of the sovereign state, global organizations and international regimes to address worldwide environmental challenges. Second, we will question the extent to which efforts to govern the global environment have been equitable and effective, and begin to conceptually "unpack" the underlying worldviews that inform global environmental politics. In doing this, we will talk about the links between the global environment and economy and ask ourselves how issues like consumption, poverty and free trade affect humanity and the environment in a globalizing world. And finally, we will discuss the role of power, history and agency in environmental politics and ask provocatively where the "change we seek" comes from. To explore the above themes, we will look at data on global environmental trends and become familiar with the key issues that dominate the field including: globalization, climate change, forest and biodiversity policy, water and food issues, energy, consumption, trade, and sustainable development. Cross-listed as ENST 311 and INST 290.	Michael Beevers	2	Fall 2013
ENST	311	**Looking Across the Pacific: Japanese and American Environmental History**	*SINV*	Cultural comparison can be a powerful tool to get us to question our assumptions and to make the familiar seem unfamiliar. With this in mind, this class juxtaposes the environmental histories of the United States and Japan, highlighting radical differences, unexpected similarities, and transpacific connections. Separate units will question each culture's definitions of "nature," examine different relationships with "indigenous cultures," compare energy strategies, with a particular focus on the Three Mile Island and Fukushima disasters, and finally examine how these cultures have influenced each other through the exchange of organisms and ideas. Cross-listed as EASN 206, ENST 311 and HIST 211.	Emily Pawley	2	Fall 2014
ENST	311	**Mapping Community Resiliency & Change: U.S. Livelihoods on Frontlines of Global Energy Development**		The class will be organized around a series of invited speakers discussing the complex community, labor, family, and social impacts of energy exploration and development in the United States. Students enrolled in the class will be responsible for readings related to the topics these guest speakers will cover as well as general concepts related to the impacts of energy development on communities. Such concepts may include: social disruption models, energy boomtown studies, critical map theory and mapping for social change, GIS and other mapping methods for describing and analyzing socio-cultural and demographic trends and patterns, subsistence livelihood research, definitions of community, rhetorics of sustainability and resiliency, etc. The class will develop a GIS of key U.S. energy development zones (e.g., Gulf of Mexico, Bering Sea, Marcellus Shale play, etc.) and their intersection with the social and cultural characteristics of the regions where these zones are located. Independently, each student will be expected to conduct an interview with one of the guest speakers. A DVD will be produced from the class that will include both the mapping project and student interviews. Cross-listed as ENST 311, PMGT 290 and SOCI 313.	Simona Perry	2	Spring 2011
ENST	311	**March to Extinction: The Impact of Climate Change on Biodiversity**	*SINV*	In this course, students and faculty will examine principles of evolution, historical patterns of natural extinction, the current extent of the Holocene/Anthropocene extinction, and evidence concerning the impact of recent climate change on biodiversity, both present and future. We will study proposed designs for enhancing mitigation and adaptation strategies and for protecting and restoring ecosystem resilience. The impact on human communities and livelihoods will be discussed within the larger context of why it matters. In addition to reading the literature and hosting guest speakers, students will each choose a case study to explore in depth through literature and primary research. Students will be responsible for sharing the results of their research in extended presentations which will include their own customized reading assignments and enhancement exercises. There will be an opportunity to attend a weekend field trip to Smith Island in the Chesapeake Bay. Cross-listed as BIOL 401 and ENST 311.	Candie Wilderman	2	Spring 2013

ENST	311	**Paleoclimatology of East Asia**	*SCON*	This introductory-level course focuses on Quaternary climate change in East Asia (China, Korea and Japan) with special emphasis on the past 20,000 years. It is designed to be accessible to both science and non-science students. There are not prerequisites. Topics covered will include 1) global and regional mechanisms of frequent Quaternary climate change; 2) climate change records retrieved from loess deposits, marine sediments, and caves; 3) sea level change and its influence on regional land-sea interaction; 4) Himalaya uplift and East Asian monsoon evolution in the Quaternary based on records from Ocean Drilling Program Leg 184 and cave sediments; 5) climate change related to sustainable development in East Asia's large rivers and their deltas, including the Yellow and the Yangtze Rivers. Cross-listed as EASN 206 ENST 311 and ERSC 311.	Kelin Zhuang	2	Fall 2013
ENST	311	**Paleoclimatology of East Asia**	*SCON*	This introductory-level course focuses on Quaternary climate change in East Asia (China, Korea and Japan) with special emphasis on the past 20,000 years. It is designed to be accessible to both science and non-science students. There are not prerequisites. Topics covered will include 1) global and regional mechanisms of frequent Quaternary climate change; 2) climate change records retrieved from loess deposits, marine sediments, and caves; 3) sea level change and its influence on regional land-sea interaction; 4) Himalaya uplift and East Asian monsoon evolution in the Quaternary based on records from Ocean Drilling Program Leg 184 and cave sediments; 5) climate change related to sustainable development in East Asia's large rivers and their deltas, including the Yellow and the Yangtze Rivers. Cross-listed as EASN 206 ENST 311 and ERSC 311.	Kelin Zhuang	2	Fall 2013
ENST	311	**Politics of Environmental Protection in Asia**	*SINV*	This seminar takes a close look at the political, social, cultural, and legal issues that affect environmental protection in Asia. Focusing attention on China, Japan, India and Taiwan, and by drawing upon scholarly literature in political science, sociology, anthropology, law, and history, the course aims to provide students with a multidisciplinary understanding of the myriad factors which shape the content of environmental legislation and policies and how these are implemented in society. Does China's authoritarian system give environmental laws more "bite"? What roles do NGOs play in Asia? Does Confucianism, Shintoism or Hinduism make people more or less inclined to protect the environment? How do Asians deal with the impact of rapid economic growth? In short, we will try to understand the complex interaction between political, legal, and social dimensions of environmental protection in a region that is home to half of the world's population and three of the world's current and future economic powerhouses. Cross listed as EASN 306, ENST 311 and POSC 390.	Neil Diamant	2	Spring 2012 Spring 2011
ENST	311	**Practicum in Sustainability: Building Sustainable Communities**	*SINV*	Many communities are embracing sustainability as a goal of community development, giving weight to social equity, economic security and ecological integrity as they work to build the capacity of their residents to improve the quality of their lives. In this practicum course we will learn about different conceptions and models of sustainability and community development through case studies and a community-based research project with community partners in Carlisle. The research project will help students develop skills for building sustainable communities, working in teams and working with community partners. Lab hours will be used for in-class exercises, guest speakers, field trips to partner sites, and fieldwork for the research project. There may be one or two weekend field trips. Cross-listed as ENST 311 and SUST 301.	Neil Leary	2	Fall 2013 Fall 2012 Spring 2011
ENST	311	**Russia, the Environment and the Natural Sciences**	*SINV*	Although the territory of the Russian Federation contains some of the world's largest supplies of natural resources (e.g. the most voluminous freshwater lake; the most square miles of forest), Russo-Soviet history also boasts an long list of environmental disasters and mismanagements, including widespread nuclear and chemical contamination, unsuccessful forced-labor canal projects, and attempts to reverse the flow of Russia's Northern rivers to the south. Yet, perhaps paradoxically, the environment and the natural sciences have played pivotal roles in the Russian cultural imagination of the past two centuries, with "the scientist" and "the naturalist" emerging as key figures in the history of literature, criticism, film, and underground culture. Furthermore, despite its embarrassing environmental record, Russian writers have long advocated a holistic, organic approach to life that is in many ways compatible with contemporary debates on sustainability and conservation. In particular, we will look at Leo Tolstoy's writings on minimal environmental impact, vegetarianism, independent farming, and pacifism (which would go on to influence Gandhi). Our analysis of these texts and ideas will be paired with trips to the Dickinson College farm, where we will put Tolstoy's approaches to the land—both on the pages of his novels and in his own life—into practice. Cross-listed as ENST 311 and RUSS 248.	Alyssa DeBlasio	1	Fall 2011
ENST	311	**Sustainability: Social Justice and Human Rights**	*SINV*	History "is a crab scuttling sideways, a drip of soft water wearing away stone, an earthquake breaking centuries of tension." (Solnit, Rebecca, Hope in the Dark, 2004). This course will examine the importance of the environmental movement and broader definitions of sustainability. We will explore examples of direct action, of serendipitous change, and of world-changing events that have moved us more clearly toward an understanding of "our" shared future on this planet. We will survey the issues connected to sustainable systems and will focus more specifically on issues related to food, water and energy. Through readings, film, and experiential activities the course will challenge us to analyze the impact of various actors and assess our own responsibility. Cross-listed as ENST 311 and SOCI 230.	Joyce Bylander	2	Spring 2013 Spring 2012
ENST	311	**The Pleasure, Politics and Production of Food**	*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 Halpin	2	Fall 2012
ENST	314	**Ecology w/Lab**	*SINV*	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 as BIOL 314 and ENST 314.	Scott Boback	2	Fall 2014 Fall 2013 Fall 2012 Fall 2011 Fall 2010
ENST	318	**Advanced Applications in GIS**	*SINV*	The course is intended as a continuation of the introductory course on Geographic Information Systems, 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques. Cross-listed as ARCH 318, ENST 318 and ERSC 318.	Jim Ciarrocca	2	Spring 2014 Spring 2013 Spring 2012 Spring 2011
ENST	330	**Environmental Disruption and Policy Analysis**	*SINV*	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 Heiman	2	Fall 2012 Fall 2011 Fall 2010
ENST	330	**Environmental Policy**	*SINV*	This course examines the effect of environmental policies on environmental quality, human health and/or the use of natural resources at local, national and international levels. It considers the ways scientific knowledge, economic incentives and social values merge to determine how environmental problems and solutions are defined, how risks are assessed and how and why decisions are made. The course examines a range of tools, processes and patterns inherent in public policy responses and covers issues ranging from air and water pollution and toxic and solid waste management to energy use, climate change and biodiversity protection. A combination of lectures, case studies, laboratory exercises and field trips will be used.	Michael Beevers Michael Heiman Roger Turner	2	Spring 2014 Fall 2013 Spring 2013

ENST	335	**Analysis and Management of the Aquatic Environment**	*SINV*	An interdisciplinary study of the aquatic environment, with a focus on the groundwater and surface waters of the Chesapeake Bay drainage basin. This course provides a scientific introduction to the dynamics of rivers, lakes, wetlands, and estuarine systems as well as an appreciation of the complexity of the political and social issues involved in the sustainable use of these aquatic resources. Students conduct an original, cooperative, field-based research project on a local aquatic system that will involve extensive use of analytical laboratory and field equipment. Extended field trips to sample freshwater and estuarine systems and to observe existing resource management practices are conducted. Three hours classroom and four hours laboratory a week.	Candie Wilderman	2	Spring 2013 Fall 2011
ENST	340	**Forest Ecology & Applications**	*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 as BIOL 320 and ENST 340.	Brian Pedersen	2	Fall 2014 Fall 2013 Fall 2012 Fall 2010
ENST	406	**Infrastructure & Sustainability**	*SINV*	Infrastructures like water systems, electrical grids, and road networks are essential to maintaining the health and productivity of urban populations characteristic of the industrialized world. They also drive natural resource consumption and represent the largest investments made by societies. During an era of increasing government austerity marked by an ideological opposition to the provision of public services, infrastructures present a compelling set of challenges at the intersection of engineering, environmental protection and public policy. This course will explore ways to make infrastructures more sustainable--ecologically, financially, and politically. Using theoretical perspectives developed in Science, Technology and Society (STS), we will seek to understand and engage with the technological systems that underlie life here in Carlisle.	Roger Turner	2	Spring 2013
ENST	406	**Seminar in Advanced Topics in ENST**		A keystone seminar designed to integrate and apply students' past coursework, internships, and other educational experiences, and to provide a basis for future professional and academic endeavors. The course format varies depending on faculty and student interests, and scholarly concerns in the field. Course components may include developing written and oral presentations, reading and discussing primary literature, and defining and performing individual or group research. Students in this course will be particularly responsible for acquiring and disseminating knowledge.	Michael Heiman Brian Pedersen	2	Fall 2011 Spring 2011
ENST	406	**Senior Seminar: March to Extinction, the Impact of Climate Change on Biodiversity**	*SINV*	In this senior seminar, students and faculty will examine principles of evolution, historical patterns of natural extinction, the current extent of the Holocene/Anthropocene extinction, and evidence concerning the impact of recent climate change on biodiversity, both present and future. We will study proposed designs for enhancing mitigation and adaptation strategies and for protecting and restoring ecosystem resilience. The impact on human communities and livelihoods will be discussed within the larger context of why it matters. In addition to reading the literature and hosting guest speakers, students will each choose a case study to explore in depth through literature and primary research. Students will be responsible for sharing the results of their research in extended presentations which will include their own customized reading assignments and enhancement exercises.	Candie Wilderman	2	Spring 2012
ENST	406	**The Future of Conservation in a Changing World**	*SINV*	We appear to be entering the sixth major extinction of biodiversity in the history of life on earth. Unlike the previous five mass extinctions, this one is largely a result of human activity. The field of conservation biology has developed to face the challenge of protecting the world's biological diversity and to better understand human impacts on species, communities, and ecosystems. In recent decades, conservation views and priorities have been called into question as scientists document the broad-scale effects of climate change on ecosystems across the globe. We are faced with the question: how do we protect or restore ecosystems when the baseline environmental conditions like temperature and precipitation are changing? As ecosystems becoming increasingly human-dominated, what do we consider wild or pristine ecosystems and how do we prioritize conservation of natural resources? In this course, we will focus on the underlying science involved in conservation issues and discuss the various new perspectives for managing our natural resources. This discussion will include the science supporting different schools of thought as well as the ethical, political, and economic issues related to assigning value to ecosystems and the services they provide and conserving the natural world.	Kristin Strock	2	Spring 2014
ENST	406	**Understanding the Human Place in Nature: An Interdisciplinary Approach**	*SCON*	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 is 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 Beevers	2	Fall 2014 Fall 2013 Fall 2012
ENST	311	**Communism & the Environment**	*SINV*	This course will focus on the history of Communism and the environment. As such, it will explore environmental issues and policies in the Soviet Union, China and Cuba. However, the course will also spend time on other related issues such as ideology, political philosophy and the environment; the transition to democracy in Eastern Europe and the relationship to the environment; and environmental politics and practices in the United States, today. What are the differences between capitalism and communism, or between liberal-democracies and communist authoritarianism, vis-à-vis the environment? What accounts for the profound environmental disasters under communist rule? Do communist systems allow for opportunities to solve environmental issues that might be unavailable to parliamentary democracies? What did Marx himself say about the environment and humanity's relationship to nature? Why is the environment, today, viewed as a "left-wing" cause? These are some of the questions we will try to address in this course. Cross-listed as ENST 311 and HIST 315.	Wilson Bell	2	Spring 2012 Spring 2011
ENST	311	**Economics of Natural Resources**	*SCON*	This course uses microeconomics to analyze the use and conservation of natural resources, including energy, minerals, fisheries, forests, and water resources, among others. Broad themes include the roles of property rights, intergenerational equity, and sustainable development in an economy based on resource exploitation. Cross-listed as ECON 332 and ENST 311.	Nicola Tynan	2	Spring 2014
ENST	311	**Environmental Archeology**	*SINV*	In this class, we will examine the methods and theories that contribute to our understanding of past human-environmental interactions and how they have varied through time and space. We are currently experiencing national and international debates about the impact humans have on our planet. Are our behaviors causing global warming? Is it a natural process? How will these changes in rainfall and temperature affect our food systems, towns, and cities? How are they affecting the flora and fauna? In order to contextualize our current situation, it is useful to consider these dynamics in the past. Humans have been interacting with, adapting to, and modifying their natural surroundings for thousands of years. In this class, we will explore different anthropological and archaeological theories regarding how humans interact with the natural world: do we simply adapt to these conditions (temperature, rainfall, vegetation) or do we actively modify them to suit our needs? We will learn about, as well as experience, some of the methods archaeologists use to reconstruct past human interactions with geological entities (geoarchaeology), plants (archaeobotany), and animals (zooarchaeology). Cross-listed as ANTH 260, ARCH 260 and ENST 311.	Maria Bruno	2	Spring 2014 Spring 2012

ERSC	141	**Planet Earth**	*SCON*	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.	Pete Sak Ben Edwards Chris Ackley Mitchell Scharman	3	Fall 2014 Spring 2014 Fall 2013 Spring 2013 Fall 2012 Spring 2012 Fall 2011 Fall 2010
ERSC	142	**Earth History**	*SCON*	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.	Marcus Key Jeff Niemitz	3	Fall 2014 Spring 2014 Fall 2013 Spring 2013 Fall 2012 Spring 2012 Fall 2011 Spring 2011 Fall 2010
ERSC	201	**Surface Processes**	*SCON*	Description, origin, development, and classification of landforms. Relationships of soils, surficial materials, and landforms to rocks, structures, climate, processes, and time. Topics will include interpretation of maps and aerial photographs of landscapes produced in tectonic, volcanic, fluvial, glacial, periglacial, coastal, karst, and eolian environments. Exercises will include: photo-geologic interpretation, surficial mapping, and classification of soils. Lectures, discussions, laboratories, and field trip(s). Three hours classroom and three hours laboratory a week.	Pete Sak	3	Fall 2013
ERSC	202	**Energy Resources**	*SCON*	The study of the origin, geologic occurrence, and distribution of petroleum, natural gas, coal, and uranium. Discussions include the evaluation and exploitation, economics, law, and the environmental impact of these resources and their alternatives, including geothermal, wind, solar, tidal, and ocean thermal power. Cross-listed as ENST 202 and ERSC 202.	Marcus Key	3	Spring 2014 Spring 2013 Spring 2011
ERSC	204	**Global Climate Change**	*SINV*	An overview of our present understanding of atmospheric processes and their interaction with the land, oceans and biosphere leading to an in-depth study of ancient climates and climate change in earth history. Topics include the tools used to decipher ancient climate change on various time scales, major climate events such as the ice ages, and the causes of climate change. Past and present knowledge will be used to explore the potential for future climate change and its socioeconomic and political implications. The laboratory component will use climate data and field experiences to interpret climate change over the past 3 billion years in the context of earth materials and plate tectonics.	Jeff Niemitz	3	Fall 2014 Spring 2014
ERSC	208	**Environmental Hazards**		An introduction to the fundamental principles and processes of geology using a variety of natural examples that are commonly referred to as "disastrous" when they affect areas inhabited by people, including volcanic eruptions, earthquakes, tsunamis, floods, mass movements (avalanches, debris flows), meteoroid impacts, and other weather-related phenomena (e.g. hurricanes, thunderstorms, tornadoes, long-term climate change). The course will give an overview of the physical controls on the processes as well as methods used to predict the events, assess possible hazards, and mitigate negative consequences. Lecture discussions will be augmented with labs and field trips (e.g., Johnstown, PA; Centralia, PA).	Ben Edwards	3	Fall 2010
ERSC	218	**Geographic Information Systems**	*SINV*	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 as ARCH 218, ENST 218 and ERSC 218.	Jim Ciarrocca Kristen Brubaker	3	Fall 2014 Spring 2014 Fall 2013 Fall 2012 Spring 2012 Fall 2011 Fall 2010
ERSC	220	**Environmental Geology**	*SINV*	A survey of humankind's interaction with the physical environment focusing on geologic processes. The importance of geologic materials such as soils, sediments and bedrock, and natural resources will be discussed in the context of world population. Natural hazards (floods, earthquakes, volcanoes, coastal erosion, and landslides) will be studied to understand how we can minimize their threat. Land use and abuse including natural resource exploitation and pollution will be discussed in the context of geologic information for proper land-use planning. Labs will emphasize field study of environmental problems in the Cumberland Valley. Cross-listed as ENST 220 and ERSC 220.	Jeff Niemitz	3	Spring 2013 Fall 2010
ERSC	221	**Oceanography**	*SCON*	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.	Jeff Niemitz	3	Fall 2013 Fall 2012
ERSC	305	**Earth Materials**	*SCON*	This gives students a basic understanding of the tools and techniques used in modern science to identify and characterize solid earth materials at the macroscopic (hand samples), microscopic (polarized light), and sub-microscopic (X-ray diffraction, Scanning Electron Microscopy) levels. Emphasis in the first part of the course will be on minerals, while the second part of the course will introduce students to characterization techniques of other solid earth materials (soils and rocks) and their conditions of formation. This course is required for the Earth Science major, and will be useful to students interested in agricultural science, archeology, environmental science, forensic science, planetary science, and solid state chemistry and physics.	Ben Edwards	3	Spring 2014
ERSC	307	**Paleontology**	*SCON*	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 Key	3	Fall 2012
ERSC	309	**Sedimentology and Stratigraphy**	*SCON*	A study of the processes and patterns of sedimentation as well as the spatial and temporal distribution of rock strata. This includes the origin, transportation, deposition, lithification, and diagenesis of sediments. Lithology, geochemistry, paleontology, geochronology, and seismology will be used to understand the history of rock strata. Three hours classroom and three hours laboratory a week. NOTE: Completion of both 305 and 309 fulfills the WR requirement.	Marcus Key	3	Fall 2013

ERSC	311	**Environmental Degradation of the Yellow River, China**	*SCON*	Yellow River, central of the rise of Chinese civilization, is the most turbid river in the modern world; however, its water was clear 1000 years ago. What has happened to this river? This interdisciplinary introductory-level course focuses on the environmental degradation in the Yellow River beginning 5000 years ago. The course is aimed at both science and non-science students alike. There are no prerequisites. Topics covered will include 1) Climate change in the Yellow River drainage basin since the Holocene, including a brief temperature and drought history since the Neolithic Age; 2) The impacts of deforestation and human reclamation on Yellow River and its significance to fluvial and sediment discharge; 3) Frequent river course shifts and their relationship to environmental degradation and human activities; 4) Fluvial and sediment budget and sedimentation in the lower reaches and offshore area; and 5) The socio-economic impacts of the historical river course shifts and their significance to regional sustainability development. Cross-listed as EASN 206, ENST 311 and ERSC 311.	Kelin Zhuang	Interdisciplinary	Spring 2014
ERSC	311	**Paleoclimatology of East Asia**	*SCON*	This introductory-level course focuses on Quaternary climate change in East Asia (China, Korea and Japan) with special emphasis on the past 20,000 years. It is designed to be accessible to both science and non-science students. There are not prerequisites. Topics covered will include 1) global and regional mechanisms of frequent Quaternary climate change; 2) climate change records retrieved from loess deposits, marine sediments, and caves; 3) sea level change and its influence on regional land-sea interaction; 4) Himalaya uplift and East Asian monsoon evolution in the Quaternary based on records from Ocean Drilling Program Leg 184 and cave sediments; 5) climate change related to sustainable development in East Asia's large rivers and their deltas, including the Yellow and the Yangtze Rivers. Cross-listed as EASN 206 ENST 311 and ERSC 311.	Kelin Zhuang	2	Fall 2013
ERSC	311	**Topics in Global Climate Change**	*SINV*	An overview of our present understanding of atmospheric processes and their interaction with the land, oceans and biosphere leading to an in-depth study of ancient climates and climate change in earth history. Topics include the tools used to decipher ancient climate change on various time scales, major climate events such as the ice ages, and the causes of climate change. Past and present knowledge will be used to explore the potential for future climate change and its socioeconomic and political implications. The laboratory component will use climate data and field experiences to interpret climate change over the past 3 billion years in the context of earth materials and plate tectonics.	Jeff Niemitz	3	Fall 2011
ERSC	311	**Vulnerability to Global Change in the Mediterranean and North Africa**	*SINV*	This course covers economic effects and environmental consequences of global change in the Mediterranean and North African region. Cross-listed as ERSC 311 and MEST 200.	Maria Snoussi	3	Spring 2012
ERSC	318	**Advanced Applications in GIS**	*SINV*	The course is intended as a continuation of the introductory course on Geographic Information Systems, 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques. Cross-listed as ARCH 318, ENST 318 and ERSC 318.	Jim Ciarrocca	3	Spring 2014 Spring 2013 Spring 2012 Spring 2011
ERSC	331	**Chemistry of Earth Systems**	*SINV*	An introduction to the origin, distribution, and behavior of elements in the geochemical cycles and processes of the atmosphere, hydrosphere, and lithosphere. Topics include the chemistry of magma, hydrothermal fluids, weathering, fresh and ocean waters, sediment digenesis, hydrocarbons, and metamorphism. Includes radiometric dating and stable isotope applications. Lab will focus on sampling, instrumental analysis, and data interpretation of earth materials. May be counted toward a chemistry major.	Jeff Niemitz	3	Spring 2012
ERSC	311	**Introduction to Soils**	*SCON*	This course is an introduction to the description, classification and formation processes of soils with a lecture and a lab. It will integrate local field work with laboratory work, including projects at the College Farm. The aim of the course is to give students the basic vocabulary and skills necessary to characterize soils, and understand they importance for agriculture, forensic science, and planet habitability.	Ben Edwards	3	Fall 2014
FREN	220	**Toulouse Summer Immersion**	*SINV*	This is an intensive language and civilization course designed to increase oral proficiency, improve written expression, and develop cross-cultural observation skills through immersion in the Toulouse region. Social and cultural phenomena will be studied through interaction with French families, directed observation at a variety of sites, participation in class activities, and tutorials. The exclusive use of French during the five-week immersion is expected of all students. Designed as a content-based and writing intensive course, FR 220 emphasizes the teaching of language through a unified subject matter. This approach allows students to benefit from maximum exposure to the French language while they build their content knowledge of the French-speaking world through the study of a specific topic. This summer, students will focus on topics and issues related to the sustainable development in France, for which they will develop a study-abroad portfolio.	Lucille Dupperon	1	Spring 2012
FREN	236	**Introduction to Cultural Analysis**	*SCON*	An introduction to the practice of reading and writing about French and francophone themes in an analytical and contextualized way. This course considers how cultural production conveys ideologies, values and norms expressed in both historical and contemporary contexts. Normally offered as writing-intensive.	Andy MacDonald	1	Fall 2014
FREN	364	**Literature to the Rescue: The Case of Haiti**	*SCON*	This course will focus on major historical events in Haiti, namely the Revolution, the Duvalier Dictatorship, and the 2010 Earthquake, to illustrate the role of literature in healing, surviving, and remembering such events. We will examine several forms of fiction and non-fiction texts, such as chronicles, testimonies, edited volumes, excerpts of novels, and films. The aim of this course is to highlight the intricate connections between the humanities and what constitutes humanitarian work. How does literature act as a relief/healing effort? In connection with the Haitian Revolution, we will examine how Haitians managed the plantations (their environment) once the nation became independent. Similarly, we will investigate the role played by inadequate infrastructures in the deadly earthquake of 2010. In this class, we will also draw a parallel between the trauma that surrounds the generation who lived through the dictatorship, and the trauma caused by the earthquake.	Linda Brindeau	1	Spring 2012
FYSM	100	**First-Year Seminar: American Cities: Past, Present and Future**	*SINV*	70% percent of the U.S. population and 50% of the world population live in urban areas. The urbanization of the U.S. and world populations is expected to increase in coming decades, posing both challenges and opportunities for the creation of environmentally sustainable communities that promote creativity, social connection, economic opportunity and physical and mental health. This course will examine U.S. cities through multiple disciplines: history, art history, sociology, community psychology and environmental studies. The course will address such questions as: How and why did cities develop in the U.S.? Is urban poverty unique from other forms of poverty? How does urban living affect lifespan development? Are cities needed for artistic innovation? Is gentrification a good or bad thing? Can better building/neighborhood design make better people? Are cities the new sustainable future? The final section of the course will involve using what we have learned about cities to develop a plan for the revitalization of depopulating cities such as Detroit and Flint Michigan.	Sharon Kingston	Other	Fall 2011

FYSM	100	**First-Year Seminar: Chinese Attitudes Towards the Environment**	*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	Other	Fall 2012
FYSM	100	**First-Year Seminar: Environmental Ethics and the End of the World**	*SINV*	A great deal of literature, and particularly science fiction, concerns itself with the end of the world. This catastrophe may be the result of a nuclear war, or an environmental disaster, but it is almost always brought on humanity by its own actions. From nuclear terrorism, to the spectre of global warming, to the end of the Mayan calendar in 2012, we are still buffeted today by warnings about the apocalypse. In this seminar, we will consider what lessons we can learn from the previously imagined ends of the world. Is the apocalypse a result of technological change, or the inevitable product of human nature? Who is lost when the world ends, and who is saved? We will consider specific examples of political apocalypse (nuclear war), environmental apocalypse (global warming; Malthusian catastrophe), as well as the slow decline of society into a dystopia. Most importantly, at its root, the apocalyptic story is a cautionary tale, and we will consider the consequences of these lessons for our own actions. For example, both global climate change and nuclear war can be seen as the result of the cumulative choices (environmental or political) of entire societies. With these examples in mind, in what ways do our personal choices really affect other people in the world? To what extent are we responsible for these effects of our choices on others? How can we act together to build an ethical culture -- one, hopefully, that will avoid an apocalypse?	Greg Howard	Other	Fall 2011
FYSM	100	**First-Year Seminar: From Genesis to Metropolis: The Image of the City in Western Civilization**	*SCON*	This course aims to provide students with an understanding of urban centers, and attitudes towards them and the people who live in them. Students will analyze the image of the city from a variety of perspectives (visual, literary, musical) to address why it continues to grip much of modern thought. It will consider ideal cities and utopias (Paradise, New Jerusalem), real cities (New York, London, Florence, Venice, etc.), cities of the dead, cities of evil (Babylon), the mythic origins of cities (Aeneid), cities of the future (City of Tomorrow), literary cities (City of Ladies, Invisible Cities), dystopia (Metropolis), suburbs and the garden city, among others. Students will examine the dynamic polarity between the built environment and nature, cities and sustainability, and how people shape cities and how cities shape people.	Phillip Earenfight	Other	Fall 2011
FYSM	100	**First-Year Seminar: Green Music**	*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	Other	Fall 2012
FYSM	100	**First-Year Seminar: Science Fiction-Dystopian Visions**	*SINV*	At its best, Science Fiction can present us with thought experiments about possible future societies, extrapolating from present social and technological trends in order to project visions of where humankind might be going. While some such visions are quite benign—for example, Gene Roddenberry's Star Trek universe presents an Earth that has transcended nationalism, war, and poverty—many are alarming, presenting warnings of disastrous outcomes of existing trends. This seminar will examine dystopian visions in several media, including novels, short stories, films, and graphic novels, alongside historical and social scientific accounts of the phenomena from which science fiction visionaries extrapolate. The structure will be built on three themes: Technology, Society, Ecology; Politics, Media, Institutions; and Identities. Books studied will include Frankenstein by Mary Shelley, He, She and It by Marge Piercy, Transmetropolitan by Warren Ellis and Darick Robertson, and Uglies by Scott Westerfeld, along with short fiction by E.M. Forster, Bruce Sterling, Octavia Butler and others. Films studied in whole or in part will include Blade Runner, Soylent Green, Brazil and Metropolis.	Webb	Other	Fall 2014
FYSM	100	**First-Year Seminar: Spirituality, Science and the Environmental Movement**	*SINV*	Recent scientific findings have moved the stewardship of our environment to the forefront of global political discussions. Concomitant with the rise of these scientific ideas, political movements that seek to tie our interactions with the environment to ethical, moral, or spiritual considerations have increased in number and influence. How should the environmental movement engage these various agents and their ideas? Are there dangers in allowing public policy to be influenced by non-scientifically constructed ethos? This seminar will examine the potential benefits and pitfalls of the inclusion of spirituality in the broader environmental movement with a discussion on the impacts to public policy.	Jeffrey Forester	Other	Fall 2014
FYSM	100	**First-Year Seminar: Sustainability and Renewable Energies**	*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 entropy 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 renewable energy sources. To this end we will do hands-on experimentation with evacuated tube solar collectors, solar concentrators, photovoltaic panels, solar air heaters, and wind turbines. 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	Other	Fall 2012
FYSM	100	**First-Year Seminar: Sustainability in German Culture**	*SINV*	What is sustainability in Germany? In this course, we explore the theoretical and practical occurrences of sustainable practices and law in Germany as well as their historical developments. The course will begin with a discussion of definitions of sustainability and methods of evaluating and criticizing forms of sustainability. It will then turn to the ways in which sustainability impacts daily life in contemporary Germany. We will explore the opinions of Germans, the public and political discourse on the topic, and ask how these are similar or different to US practices and discourses of sustainability. We will then turn to cultural, political, social, environmental, and economic history to explore how these definitions, daily performance, and discourse developed over time. The course is primarily a cultural studies course, which means that it will approach the topic of sustainability in German through an interdisciplinary lens.	Sarah McGaughey	Other	Fall 2014

FYSM	100	**First-Year Seminar: Sustainability, Greening and Entrepreneurship**	*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 http://blogs.dickinson.edu/ideafund/ for consideration.	David Sarcone	Other	Fall 2012
FYSM	100	**First-Year Seminar: The Poetry of Place and Identity**	*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	Other	Fall 2012
FYSM	100	**First-Year Seminar: The Politicization of Science**	*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.	Pete Sak	Other	Fall 2012
FYSM	100	**First-Year Seminar: Alternative Realities of Dystopian Futures**	*SCON*	This course examines the science fiction genre as a way of understanding alternate futures that explore a number of issues in contemporary society and reveal the ways that we make sense of our current world in our everyday lives. How do these dystopian visions reflect our current anxieties about issues such as our dependence on technology, experiments with genetic engineering, widespread environmental devastation, poverty, reproductive rights, racism and sexism? What do these alternate realities and potential futures reveal about human nature, the ways we build our societies and how we structure our relationships within them? This seminar will analyze various media forms including novels, short stories and films, and ground them in the particular historical, political and economic context in which they were written. We will be taking "science fiction" seriously as a way to explore "serious" matters in contemporary culture.	Helene Lee	Other	Fall 2011
FYSM	100	**First-Year Seminar: Animal Rights**	*SCON*	Animals have played a critical role in the development of human societies - as prey to be hunted, as livestock to be herded or raised on farms, as companions, as sources of recreation and as test subjects for medical and other scientific research. Many of these roles are still important in modern society, and each raises significant ethical questions. This course examines those questions, primarily through the Kantian and utilitarian ethical frameworks.	Tim Wahls	Other	Fall 2013
FYSM	100	**First-Year Seminar: Chasing the Flying Car, A History of the Future**	*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 Pawley	Other	Fall 2012
FYSM	100	**First-Year Seminar: Culture and Environment in Upland Asia**	*SCON*	Upland Asia in this course is the broad swath of rugged terrain running south and southeast from the Tibetan Plateau to the mountains of mainland Southeast Asia. Historically, it has been a sparsely populated area, relative to Asia's vast lowland communities dependent on wet rice agriculture. While by no means isolated from markets and changing technology, people in upland areas developed more sustainable agricultural systems than lowlanders. Recently these flexible agricultural systems have been radically disrupted, as people have begun large-scale cash cropping and migrating to cities. Uplanders also differ markedly from lowlanders in their cultures and how their non-centralized societies are organized. However, all populations in the East and Southeast Asian regions have been affected by long term changes in climate that have impacted the monsoons, population levels, and crops, for example, as well as social phenomena, such as migrations and warfare. This seminar is mainly concerned with how to understand the relationships between upland communities and the changing environments, both natural and social, that they inhabit.	Ann Hill	Other	Fall 2014
FYSM	100	**First-Year Seminar: Discerning Fact from Fallacy in Nature and Medicine**	*SCON*	Scientific information comes to us from many sources, including the media, friends and associates, doctors, teachers, books and articles, web sites, documentaries, and the like. Often the information conflicts, and the consequences of the conflicts can be puzzling, expensive, or even life-threatening to individuals. Using nature and health as our general topic areas, in this seminar we will ask how can one sort out good information from false or misleading information, how good information is gathered, and how (ideally) information should be presented to the general public. We will begin with select examples of studies in behavior, ecology, and human impacts on wild and domestic animals, in order to establish the nature of good vs. bad science and to look at the ways that scientific information is disseminated. We will then move to controversial issues in human health, such as the validity of claims for herbal medicine. We will cover some simple experimental design and data analysis techniques to establish a firm basis for evaluating the validity of scientific information. Field trip options on certain Saturdays or Sundays will allow opportunities to hike the local area and see natural phenomena relevant to the class, such as effects of white-tailed deer overpopulation and distributions of medicinally valuable wild plants.	Carol Loeffler	Other	Fall 2011
FYSM	100	**First-Year Seminar: Doing What We Should: How to Encourage Environmentally-Responsible Behavior**	*SCON*	Everyone knows that lifestyles of people in the developed world are not sustainable. But what do we do about it? How can people be influenced successfully to reduce their consumption of goods and resources that are in limited supply and their production of greenhouse gases and other wastes? We'll examine both "hard" approaches (such as moral appeals, regulatory tactics, and providing incentives) and more subtle methods (e.g., changing default options, providing role models, linking identity to desired actions, etc.). Along the way, we'll consider works in economics, philosophy, policy analysis, psychology and other fields that speak to the problem of encouraging people to do the right thing.	Andy Skelton	Other	Fall 2014
FYSM	100	**First-Year Seminar: Globalization, Sustainability and Security**	*SINV*	Over the past two decades, the nature of international relations and the structure of the international system have changed, an evolution associated with the process of globalization. Furthermore, the people of the world have become increasingly interdependent, a state of affairs that these days is often linked to concerns about sustainability. In this course, we will explore the way those developments have influenced the thinking of experts who study challenges to the national security interests of the United States. We will also examine the strategies that have been formulated and implemented by national security professionals in response to those perceived challenges.	Michael Fratantuono	Other	Fall 2011

FYSM	100	**First-Year Seminar: Local Production and Consumption**	*SINV*	The goal of this course is to learn where our energy at Dickinson comes from, how much it costs (financially and environmentally), how and where we use it, how we measure and track energy consumption, how we compare to other colleges, how we have integrated our energy management into the curriculum in the past, and how we can make positive changes to our systems, policies, and future plans, especially the College's Climate Action Plan. We will cover non-renewable and renewable energy sources and the economic and environmental impacts of both. You will conduct an audit of your personal energy consumption on campus to determine how sustainable you are. You will calculate your carbon footprint and your own personal contribution to global warming. Lectures and discussions will be augmented by field trips to on- and off-campus energy production facilities, including a weekend low energy camping trip.	Marcus Key	Other	Fall 2014
FYSM	100	**First-Year Seminar: Recreation in Carlisle and Surroundings**	*SCON*	Carlisle and the surrounding communities in the Cumberland Valley provide a multitude of activities for residents to experience when not working, ranging from nature preserves to working out in local gymnasiums. This seminar will explore what the people of Carlisle are doing for recreation, why they are participating in these activities, and what are the perceived benefits for them and their families. Each student will become an expert in a specific activity by doing extensive library research on its origins and development, visit recreational sites and interview the people who participate in the activities. For example, a student may be interested in wildlife or the preservation of natural areas and chose the Audubon Society as an institution to be studied. Becoming an expert will involve talking with members and visiting sites such as the Hawk Watch at Waggoner's Gap. Another example would be examining the local auto racetracks and the people who race as well as those who come to watch. Yet another would be a student interested in the multiple activities carried by the very active Carlisle YMCA; the possibilities are virtually endless, limited only by one's personal interest. The information collected by the students will include written materials, photographs, video/sound recording. Student presentations to the class during the semester will incorporate these multimedia sources.	Kjell Enge	Other	Fall 2011
FYSM	100	**First-Year Seminar: Speaking Out About Sustainability**	*SINV*	This course will highlight the spoken word as a vehicle for introducing students to college-level work in the areas of research, writing, reading, critical thinking, and of course, public speaking. Students will have the opportunity to enhance both their ability to deliver prepared speeches and to polish their prowess at extemporaneous academic discussion. The specific focus of the work we do in class will be the subject of sustainability. Good public speaking has always been central to the liberal arts and it continues to be among the aptitudes most associated with academic achievement and professional success. This course aims to arm you with the confidence and critical thinking skills necessary to convert what you research, read, write, and think into informed spoken presentations that are both persuasive and defensible.	Jim Hoefler	Other	Fall 2014
FYSM	100	**First-Year Seminar: The End of Oil**	*SINV*	This seminar will focus on when we will run out of oil and the resulting societal implications of our unsustainable natural resource exploitation We will address topics such as how much oil we have used, how much is left, and where it will be discovered. Are there technical solutions or will we be required to change our lifestyles? What alternative energy sources are available in the short and long term (e.g., natural gas, coal, wind, solar, nuclear, etc.)? And finally, what are the economic and political implications of the peak in oil production?	Marcus Key	Other	Fall 2011
FYSM	100	**First-Year Seminar: Thoreau & American Nature Writing**	*SINV*	Why have I titled our seminar Thoreau and American Nature Writing? Because Henry David Thoreau produced the ur-text, the foundational document, of American nature writing, and because the tradition that followed him has proven so important to the wider tradition of American literature. Nature writing of this kind may, in fact, be the only unique genre that America has contributed to world literature. How will we proceed? Our readings will be drawn from the following texts: Walden (Thoreau), Sand County Almanac (Aldo Leopold), Desert Solitaire (Edward Abbey), Pilgrim at Tinker Creek (Annie Dillard), The Snow Leopard (Peter Matthiessen), The End of Nature (Bill McKibben). We will also look at poems and prose extracts by William Blake, William Wordsworth, Robert Frost, and Seamus Heaney. The dates of composition of these texts range from the 1790s to our own decade. Although much has changed over the years covered by this time span, the central focus of our seminar's inquiry--the connection of humans to the natural world--has not changed. Why write about nature at all? What obligation, if any, does each of us have to nature? Are such questions even useful as ways of interpreting our experience? By examining the complexities of these ideas, we will explore various ways of defining ourselves and our relation to the world outside us.	B. Ashton Nichols	Other	Fall 2013
FYSM	100	**First-Year Seminar: Tropical Asia**	*SCON*	Nearly one in four human beings today lives in the generally hot and wet region known as "Tropical Asia." He or she might live in a giant nation like India or along the southern boundary of that other Asian giant China, or in a tiny country like Singapore or Brunei. Tropical Asia includes islands with the appearance of paradise like Bali and landlocked and impoverished nations like Laos. Most tropical Asians are bound by climate, history and culture to the Indian Ocean and the South China Sea and the monsoon storms, trade routes, wars, migrations, and occasional typhoon or tsunami that plow, sail and roil their surface. We will explore the complex and dynamic interface between the natural and human worlds in topics like the monsoon season, rice paddy agriculture, rain forests, kingdoms and empires, dangerous and endangered animals, religious pilgrims and proselytizers, global adventurers and tourists, tropical architecture, geopolitical pasts and futures, and the recent rise of what the Singaporean writer Cherian George terms the modern "air-conditioned nation."	David Strand	Other	Fall 2014
FYSM	100	**First-Year Seminar: Water for a Thirsty World**	*SCON*	Water is a vital resource for the survival of life on this planet. We rely on it for food production, electricity generation, for bathing, drinking, and recreation. It shapes where and how we live. Access to clean water leads to economic prosperity, while lack of water can lead to poverty, war, and disease. In recent years, the demand for fresh water outweighs the supply, raising questions about how we will remedy this shortfall. This seminar will explore the topic of water from scientific, historical, economic, and international perspectives through readings, films, and field trips. We will begin by asking the question: What is water and where does it come from? What are some of the ways that humans impact their water supply, and what are the results? Should we trust that water from our tap is "clean"? How would we know? The economic and public health impacts of water will be examined by looking at how water is used during gas extraction in the Marcellus Shale. The impact of water (or lack thereof) in international politics (such as in the Euphrates River Valley, Haiti or in discussions of national security) will also be examined. Throughout this seminar students will be challenged to consider the questions: Who gets water and why? What would life be without water?	Amy Witter	Other	Fall 2013
GERM	210	**Exploring German Cultures**	*SCON*	In this course, students learn about key periods and topics of German-speaking cultures in their historical contexts. The course exposes students to various cultural forms such as music, literature, art, and patterns of daily life. It provides students with a basic level of understanding of German cultures and allows them to reflect on German cultures in English. As the country in which the concept of sustainability was first described in early 19th century forestry, Germany is today one of the places more advanced in sustainable developments. This course will take a look at both the history and the current situation.	Antje Pfannkuchen	1	Spring 2014 Spring 2013
HEST	201	**Introduction to Health Studies**		Introduction to Health Studies is a multi-disciplinary course that explores various theoretical and methodological approaches to the study of health. In addition to providing the overall framework for the materials covered, the faculty-convener of the course will draw on speakers from Dickinson faculty who will present health studies materials relevant to their respective areas of special expertise. Faculty speakers will be drawn from a range of disciplines at the college, including American Studies, Anthropology, Biology, History, International Business and Management, Philosophy, Policy Studies, Psychology, and Sociology.	David Sarcone John Henson Andy Skelton	Interdisciplinary	Spring 2013 Spring 2012 Spring 2011 Spring 2010
HEST	400	**Senior Seminar in Health Studies**	*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 Henson	Interdisciplinary	Fall 2012 Fall 2011

HIST	117	**American History to 1877**	*SCON*	1607 to 1877 covers colonial, revolutionary, and national America through Reconstruction. Include attention to historical interpretation. Multiple sections offered.	Christopher Bilodeau Emily Pawley	2	Fall 2012
HIST	130	**Early Latin American History to 1800**	*SCON*	urvey of pre-Colombian and colonial Latin American history. Students explore the major ancient civilizations of the Americas, the background and characteristics of European conquest and colonization, the formation of diverse colonial societies, and the breakdown of the colonial system that led to independence. The course includes both the Spanish and Portuguese colonies in the Americas from a comparative perspective. Cross-listed as HIST 130 and LALC 230.	Marcelo Borges	2	Fall 2014
HIST	151	**History of Environment**	*SINV*	Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resources frontiers, and diverse perceptions of nature. This course is cross-listed as ENST 151 and HIST 151.	Emily Pawley	2	Fall 2014
HIST	204	**Introduction to Historical Methodology**	*SCON*	Local archives and libraries serve as laboratories for this project-oriented seminar that introduces beginning majors to the nature of history as a discipline, historical research techniques, varied forms of historical evidence and the ways in which historians interpret them, and the conventions of historical writing.	Emily Pawley	2	Spring 2013
HIST	205	**Global Environmental History**	*SINV*	Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resource frontiers, and diverse perceptions of nature. Cross-listed as ENST 205 and HIST 205.	Emily Pawley	2	Spring 2012
HIST	206	**American Environmental History**	*SCON*	Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North America environment form the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement. Cross-listed as ENST 206 and HIST 206.	Emily Pawley	2	Spring 2014 Spring 2013 Fall 2011
HIST	211	**Food and American Environment**	*SCON*	This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross-listed as ENST 311 and HIST 211.	Emily Pawley	2	Fall 2014 Spring 2013
HIST	211	**Looking Across the Pacific: Japanese and American Environmental History**	*SINV*	Cultural comparison can be a powerful tool to get us to question our assumptions and to make the familiar seem unfamiliar. With this in mind, this class juxtaposes the environmental histories of the United States and Japan, highlighting radical differences, unexpected similarities, and transpacific connections. Separate units will question each culture's definitions of "nature," examine different relationships with "indigenous cultures," compare energy strategies, with a particular focus on the Three Mile Island and Fukushima disasters, and finally examine how these cultures have influenced each other through the exchange of organisms and ideas. Cross-listed as EASN 206, ENST 311 and HIST 211.	Emily Pawley	2	Fall 2014
HIST	215	**Cities & Urban Life in Africa**	*SCON*	This course will focus on the history and historiography of cities and urbanization in Africa from the fourth millennium BC to the present. Readings and discussions will explore urban political and economic conditions; urban location and infrastructure; the sociality of urban life; and urban culture. Cross-listed as AFST 220 and HIST 215.	Constanze Weise	2	Spring 2013
HIST	215	**Islam: Africa & Indian Ocean Region**	*SCON*	This lecture/ discussion course surveys the political, social, economic, and religious history of the expansion of Islam to Africa from the Muslim conquest in the seventh and eighth centuries C.E. until ca. 1900 C.E. It looks at the interaction between Muslim North Africa, the Middle East as well as Sub-Saharan and Indian Ocean Africa. We will examine trans-regional trade networks that extended from north of the Sahara and from across the Indian Ocean and which formed an undeniable part of the diffusion of Muslim religious thought and practices to the African Continent. We will further study processes of Islamization in various African regions over the past 1000 + years that were triggered by political as well as social historical processes. We will consider questions such as: What were the main undercurrents of the processes of religious conversion? Did patterns of Islamization differ regionally? Is there an "African Islam" or in other words is there an Africanization of Islam? How did Islam influence the creation and operation of social, political and economic institution? What impact did Arabic literacy have on African communities in general and educational institutions in particular? What were the big institutions of Islamic learning and what was their influence in African communities? How did Islam impinge on the status of African women across diverse cultures? What influence did Islam have on gender roles within African communities? What did being Muslim mean in the context of the trans-Saharan and the trans-Atlantic slave trades? Throughout the quarter we will consider these questions and learn about a range of key religious, economic, political, social and cultural issues of importance that are attributed to the role of Islam in Africa. We will explore a range of scholarly readings and debates as well as various sources of African history such as poetry, travel narratives, memoirs, legal texts, chronicles, and oral histories. Cross-listed as AFST 220, HIST 215 and MEST 200.	Constanze Weise	2	Spring 2013
HIST	215	**Six East Asian Cities**	*SCON*	East Asian Cities have been deeply involved with East Asian and global history as the capitals of empires and nations, colonial outposts, and commercial, industrial and cultural centers. We will profile six important East Asian cities: Ho Chi Minh City, Hong Kong, Shanghai, Tokyo, Beijing, and Seoul. We will examine their common and separate histories and the roles they play in contemporary Vietnamese, Chinese, Japanese and Korean affairs, the East Asian region, and the world. Cross-listed as EASN 206 and HIST 215.	David Strand	2	Spring 2012 Spring 2011
HIST	254	**Russia: Quest for the Modern**	*SCON*	This course explores Russia's attempts to forge modernity since the late 19th century. Students will explore the rise of socialism and communism, centralization of nearly all aspects of life (arts, politics, economics, and even sexual relations), and opposition to the terror regime's attempts to remake life and the post-Soviet state's attempts to overcome Russia's past.	Karl Qualls	2	Fall 2013
HIST	271	**African History Since 1800**		In this course we will study the political, social, economic and ecological forces that have shaped African societies since 1800. We will examine in depth the Asante kingdom in West Africa, the Kongo kingdom in Central Africa, and the Zulu kingdom in Southern Africa. European's colonization of Africa and Africans' responses will be a major focus of the course. Cross-listed as AFST 310 and HIST 271.	Jeremy Ball	2	Spring 2011

HIST	272	**The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850**		During several centuries of European colonization in the New World, a thriving slave trade forced the emigration of millions of Africans across the Atlantic, an immigration far larger than the simultaneous immigration of Europeans to the same regions. We will address not only the workings of the slave trade on both sides (and in the middle) of the Atlantic, but also the cultural communities of West and West-Central Africa and encounters and exchanges in the new slave societies of North and South America. Through examination of work processes, social orders, cultural strategies and influences, and ideas about race and geography, across time and in several regions, we will explore the crucial roles of Africans in the making of the Atlantic world.	Jeremy Ball	2	Fall 2010
HIST	275	**The Rise of Modern China**	*SCON*	The history of China from the fall of the Qing dynasty in 1912 to the rise of China as a global economic and political power in the twenty-first century. Topics include issues of cultural change and continuity, the growth of modern business, women's rights, urban and rural social crises, the rise of modern nationalism, Communist revolution, the political role of Mao Zedong, post-Mao economic reform and social transformation, human rights, and prospects for Chinese democracy.	David Strand Andrew Wolff	2	Fall 2013 Fall 2010
HIST	315	**Communism & the Environment**	*SINV*	This course will focus on the history of Communism and the environment. As such, it will explore environmental issues and policies in the Soviet Union, China and Cuba. However, the course will also spend time on other related issues such as ideology, political philosophy and the environment; the transition to democracy in Eastern Europe and the relationship to the environment; and environmental politics and practices in the United States, today. What are the differences between capitalism and communism, or between liberal-democracies and communist authoritarianism, vis-à-vis the environment? What accounts for the profound environmental disasters under communist rule? Do communist systems allow for opportunities to solve environmental issues that might be unavailable to parliamentary democracies? What did Marx himself say about the environment and humanity's relationship to nature? Why is the environment, today, viewed as a "left-wing" cause? These are some of the questions we will try to address in this course. Cross-listed as ENST 311 and HIST 315.	Wilson Bell	2	Spring 2012 Spring 2011
HIST	315	**Disease in World History**	*SCON*	In this course, we will examine how and why concepts of disease have changed over time. We will also take a close and critical look at the roles that scholars have assumed diseases such as smallpox, plague, and influenza played in military conquest, social and economic transformations, and cultural changes around the globe.	Hilary Smith	2	Fall 2013
HIST	315	**Field Practicum**	*SCON*	This course focuses on developing and applying students' qualitative research methods skills, including ethnographic fieldwork, oral history and interviewing, and demographic analysis. While readings and applied research will focus primarily on Mexican and Mexican-American workers and communities in Adams County, comparisons and contrasts with other Latino communities in the U.S. will be made. Issues to be explored: immigration, work, family, education, health, religion, social policy, and adaption to and reception of host communities. Cross-listed as ANTH 244, HIST 315 and SOCI 313.	Marcelo Borges Susan Rose	2	Fall 2011
HIST	315	**History of the Modern Gulf**	*SCON*	This course provides an overview of modern Gulf history from the 1700s to the present. The focus will be on Saudi Arabia, Kuwait, Bahrain, Qatar, the United Arab Emirates, and Oman, with some attention to relevant developments in Iraq and Iran.	David Commins	2	Spring 2012
HIST	373	**Ecological History of Africa**	*SCON*	This course provides an introduction to the ecological history of Africa. We will focus in some detail on demography, the domestication of crops and animals, climate, the spread of New World crops (maize, cassava, cocoa), and disease environments from the earliest times to the present. Central to our study will be the idea that Africa's landscapes are the product of human action. Therefore, we will examine case studies of how people have interacted with their environments. African ecology has long been affected indirectly by decisions made at a global scale. Thus we will explore Africa's engagement with imperialism and colonization and the global economy in the twentieth century. The course ends with an examination of contemporary tensions between conservation and economic development.	Jeremy Ball	2	Fall 2011
HIST	374	**African Women's History**	*SCON*	This course examines the role of women in African societies since the nineteenth century. Lectures and readings will be arranged thematically. Themes include sexuality and reproduction, the household, women's economic activity, political power, religion, colonialism, and democracy. After a discussion of gender, we will analyze pre-colonial production and reproduction, family life and religion in the twentieth century, women's roles in nationalist politics, the politics of female genital mutilation, and the lives of two contemporary African women leaders. Readings, including historical studies and novels, songs, and art, will be drawn from across the cultures and languages of Africa. Cross-listed as AFTS 320, HIST 374 and WGST 374.	Constanze Weise	2	Spring 2013
HIST	377	**Consumerism, Nationalism and Gender**	*SCON*	This reading seminar examines the development of consumerism and nationalism in Europe and America beginning in the late 18th century and continuing on into the post-WWII era, from American Revolutionary boycotts to French fast food establishments. We will look for overlaps or polarities between the movements and the way gender interacted with both of them. Students may be surprised at the gendered aspects of both movements. We will consider, for example, the historical development of the image of women loving to shop, and we will study propaganda from the two world wars with men in uniform and women on the "home front." Our readings will include both promoters and critics of each movement. Cross-listed as HIST 337 and WGST 377.	Regina Sweeney	2	Spring 2014 Fall 2011
HIST	389	**Native Peoples of Eastern North America**	*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 as ANTH 223 and HIST 389.	Christopher Bilodeau	2	Fall 2012
INBM	100	**Fundamentals of Business**	*SCON*	This course features an introductory focus on a wide range of business subjects including the following: business in a global environment; forms of business ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making; ethics; marketing; accounting; management information systems; human resources; finance; business law; taxation; uses of the internet in business; and how all of the above are integrated into running a successful business. You will learn how a company gets ideas, develops products, raises money, makes its products, sells them and accounts for the money earned and spent. This course will not fulfill a distribution requirement.	Won Yong Kim Helen Takacs Michael Poulton	Interdisciplinary	Spring 2014 Fall 2013 Spring 2013 Fall 2012 Fall 2011
INBM	200	**Global Economy**	*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 as INBM 200 and INST 200.	Michael Fratantuono	Interdisciplinary	Fall 2014 Spring 2014 Fall 2013 Fall 2012 Spring 2012 Fall 2011 Spring 2011
INBM	300	**Best Practices in Sustainability**	*SINV*	Increasingly, businesses are adopting a triple bottom line approach in which environmental and social outcomes are emphasized along with financial outcomes. Perhaps most significant is the shift from seeing environmental and social efforts as increasing business costs to viewing them as opportunities for increased efficiency and/or competitive advantage. This course will include readings to understand the theory, history, and scope of business sustainability, and case studies to consider how firms are incorporating sustainability into their strategies and operations. We will also focus on best practices by learning what constitutes a best practice, how to identify best practices, and how to apply best practices from one organization to another.	Helen Takacs	Interdisciplinary	Spring 2014

INBM	300	**Cases in Social Entrepreneurship and Sustainability**	*SINV*	This course uses a case-based approach to study enterprises that have the dual purpose of creating social and private value. Through a set of international cases, students learn how nonprofits organizations, for-profit start-ups, and projects in large multinational corporations are addressing issues of social justice and environmental sustainability. Course topics include mission-driven management, microfinance, base of the pyramid strategies, economically viable business models, impact measurement, and scaling up and financing social ventures. The course also provides an opportunity for students to explore their own power and potential for solving social problems.	Helen Takacs	Interdisciplinary	Spring 2013
INBM	300	**Comparative Business Ethics**	*SCON*	A course for INBM majors dealing with the ethical interface of business and its international stakeholders in a variety of cultural environments. The course will focus on the contemporary realities of business people who must work in culturally diverse arenas when resolving personal and social ethical questions. As future employees and managers, students must be aware of the possible results of their actions and understand the sometimes fine ethical balance needed in reconciling the needs of the enterprise, the demands of foreign business practice, and their own principles. The course will be conducted primarily through case work as well as discussion and mock "courts of public opinion."	Michael Poulton	Interdisciplinary	Spring 2013
INBM	300	**Cross-Sector Collaboration: Sustainability and Security in US-India Relations**	*SINV*	In this course, we will address the following question: Within the context of the US-India strategic relationship and in light of the national interests shared by both countries, what factors will contribute to the success of cross-sector collaborative initiatives intended to address challenges associated with sustainable development? We will explore five developments that motivate the question. First, leaders of organizations in all sectors, including government agencies, businesses, and non-profit organizations are all confronted with increasing complexity, and recognize that to make progress on tough problems, they must collaborate. Second, in some cases, that increasing complexity is associated with issues that one might associate with "sustainability" or "sustainable development." Third, concerns about sustainability and the need to promote sustainable development now inform much thinking about national security affairs. Fourth, while a range of challenges still confront the national leadership of India, over the past two decades, the country has come to command a more important role on the global stage. Fifth, ties between the U.S. and India have recently grown stronger and the countries have launched a range of joint initiatives. Cross-listed as INBM 300 and INST 290.	Michael Fratantuono David Sarcone	Interdisciplinary	Spring 2013
INBM	300	**Education for Entrepreneurs**	*SCON*	The course presents a strategic framework with an emphasis on legal considerations for the establishment and management of start-ups and emerging growth companies. The entrepreneurial spirit is evident in all who envision opportunity where others see only challenges, develop innovative approaches for these opportunities, and marshal sufficient resources to successfully act on the opportunity. Topics in the course include formation considerations (legal, financial and tax), employment agreements, venture capital, private equity financing, business plan models, intellectual property, going public and going global. The course also includes a practicum in which students, working in teams, consult for sustainable entrepreneurs in our community and provide marketing, finance, and/or strategy support.	Anat Beck	Interdisciplinary	Spring 2014
INBM	300	**Fundamentals of Nonprofit Management**		The objective of the service learning course is to provide students with a clearer understanding of the ways nonprofit organizations individually and collectively strive to improve and maintain a desirable civil society. The major course components will include the following: a review of the nonprofit sector to include a discussion on the purpose of the sector and its evolution in American society; the leadership and governance of nonprofit organizations; nonprofit strategic management; nonprofit operational management; and the measurement of nonprofit organizational effectiveness. This offering of the course will specifically focus on the roles of nonprofit organization in the areas of environmental advocacy and service. Cross-listed as ENST 311 and INBM 300.	David Sarcone	Interdisciplinary	Fall 2010
INBM	300	**Globalization, Sustainability and Security: China**	*SINV*	The course will first consider general ideas associated with sustainability. Second, it will examine the development path that has been pursued by the Chinese leadership over the past two decades--in particular, the path associated with China's rise as part of the globalization process. Third, it explore the challenges to China's leadership that rise due to the internal economic, social, and environmental strains of the development process, asking if those strains may ultimately undermine the process. Finally, the course will examine the national security strategy that has been formulated by China's leadership, and the policies that the leadership are pursuing in light of that strategy, including recent efforts to secure renewable and non-renewable resources from the rest of the world.	Michael Fratantuono	Interdisciplinary	Spring 2012
INBM	300	**Sustainable Business: Case Studies**		A topics course examining important issues in international management. Examples of course possibilities include issues incross-cultural communication and ethics, issues in international marketing, issues in international dimensions of financial reporting, issues in government regulation of business, and issues in financial decision-making.	Michael Fratantuono	Interdisciplinary	Fall 2010
INBM	400	**Seminar in International Business Policy and Strategy**	*SCON*	This capstone course focuses on the challenges associated with formulating strategy in multinational organizations. The course will examine multinational business decisions from the perspective of top managers who must develop strategies, deploy resources, and guide organizations that compete in a global environment. Major topics include foreign market entry strategies, motivation and challenges of internationalization, the analysis of international industries, building competitive advantage in global industries, and the role of the country manager. Case studies will be used to increase the student's understanding of the complexities of managing international business operations.	Helen Takacs Michael Fratantuono	Interdisciplinary	Fall 2014 Fall 2013 Spring 2012 Fall 2011
INBM	240	**Marketing in the Global Context**	*SCON*	The primary objective of this course is to identify how companies identify and satisfy their customers' needs. Not only are the "4p's of marketing" covered (product, price, promotional programs like advertising and public relations, and place or distribution), but working with a specific semester-long case, you will learn how to manage an integrated marketing program. We will also examine other important aspects of marketing: market research, new product development, consumer behavior, ethics, competitive analysis and strategic planning, and marketing internationally and on the Internet. Field trips and videos are used to reinforce the ideas presented in the classroom.	Michael Poulton	Interdisciplinary	Spring 2014
INST	170	**International Relations**	*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 as INST 170 and POSC 170.	Craig Nation Russell Bova	Interdisciplinary	Fall 2014 Fall 2012 Spring 2012
INST	200	**Global Economy**	*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 as INBM 200 and INST 200.	Michael Fratantuono	Interdisciplinary	Fall 2014 Spring 2014 Fall 2013 Fall 2012 Spring 2012 Fall 2011 Spring 2011
INST	277	**International Politics of the Middle East**	*SCON*	This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277, MEST 266 and POSC 277.	Ed Webb	Interdisciplinary	Fall 2014 Fall 2013

INST	290	**Cross-Sector Collaboration: Sustainability and Security in US-India Relations**	*SINV*	In this course, we will address the following question: Within the context of the US-India strategic relationship and in light of the national interests shared by both countries, what factors will contribute to the success of cross-sector collaborative initiatives intended to address challenges associated with sustainable development? We will explore five developments that motivate the question. First, leaders of organizations in all sectors, including government agencies, businesses, and non-profit organizations are all confronted with increasing complexity, and recognize that to make progress on tough problems, they must collaborate. Second, in some cases, that increasing complexity is associated with issues that one might associate with "sustainability" or "sustainable development." Third, concerns about sustainability and the need to promote sustainable development now inform much thinking about national security affairs. Fourth, while a range of challenges still confront the national leadership of India, over the past two decades, the country has come to command a more important role on the global stage. Fifth, ties between the U.S. and India have recently grown stronger and the countries have launched a range of joint initiatives. Cross-listed as INBM 300 and INST 290.	Michael Fratantuono David Sarcone	Interdisciplinary	Spring 2013
INST	290	**Environment, Conflict and Peace**	*SCON*	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 as ENST 311 and INST 290.	Michael Beevers	Interdisciplinary	Fall 2014 Fall 2012
INST	290	**Global Environmental Challenges and Governance**	*SINV*	Climate change poses significant challenges for attaining sustainable development goals. It is global in its causes and consequences, but responsibilities for causing climate change, vulnerability to its effects, and capabilities for acting to reduce the risks differ for different nation states and other actors. Meaningful action to slow or stop climate change is beyond the means of individual nations, and international institutions have been created to negotiate, mobilize and oversee cooperation to mitigate and adapt to climate change. Taking an interdisciplinary approach, we will examine the processes, politics, ethics and effectiveness of these governance institutions and the roles of different actors in the governance of climate change. We will explore the demographic, social and economic drivers of global climate change; the dangers it poses to ecological systems, human wellbeing, and sustainable development; and policy options for responding to the dangers. Our explorations will result in students being able to articulate the perspectives of key stakeholders on important issues in the governance of global climate change and critically analyze the performance of international environmental governance institutions. Cross-listed as ENST 311, INST 290 and SUST 330.	Neil Leary	Interdisciplinary	Fall 2014
INST	290	**Global Environmental Politics**	*SINV*	This course provides an introduction to the study global environmental politics. It seeks to understand how the global environment is being changed by humanity and how individuals, communities, societies, organizations, movements, corporations and states are responding to those changes. Global environmental politics as a field of study is not settled terrain but a contested space because "where you sit in the world" points to very different interpretations about nature, the extent of environmental problems, who or what is at fault, and the equity or effectiveness of the proposed solutions. This course will be oriented around several overlapping thematic areas and ways of thinking about global environmental politics. First, we will engage in a discussion of global environmental governance, which focuses primarily on the role of the sovereign state, global organizations and international regimes to address worldwide environmental challenges. Second, we will question the extent to which efforts to govern the global environment have been equitable and effective, and begin to conceptually "unpack" the underlying worldviews that inform global environmental politics. In doing this, we will talk about the links between the global environment and economy and ask ourselves how issues like consumption, poverty and free trade affect humanity and the environment in a globalizing world. And finally, we will discuss the role of power, history and agency in environmental politics and ask provocatively where the "change we seek" comes from. To explore the above themes, we will look at data on global environmental trends and become familiar with the key issues that dominate the field including: globalization, climate change, forest and biodiversity policy, water and food issues, energy, consumption, trade, and sustainable development. Cross-listed as ENST 311 and INST 290.	Michael Beevers	2	Fall 2013
INST	290	**International Development**	*SCON*	This course will cover the main topics that are covered in traditional development classes, which include agricultural/subsistence household issues, credit constraints in poor country setttings, issues related to education, child labor, migration, population, and health, and also potential development and sustainability problems that we are going to face because of climate change.	Shamma Alan	Interdisciplinary	Fall 2014
INST	401	**Geopolitical Hotspots**		This course examines conflicts and security problems in contemporary international relations. The seminar investigates the political and strategic issues of the War in Afghanistan, the Israeli-Palestinian conflict, the genocide in Sudan, a nuclear North Korea and Iran, China's rising economic power, and the impact of Hugo Chavez's Venezuela in the Western Hemisphere. The class focuses on the historical roots of each crisis, the domestic, regional, and international actors involved, and the implications of each crisis on the international system.	Andrew Wolff	Interdisciplinary	Fall 2010
INST	401	**Globalization, Sustainability and Security: Whole of Society**	*SNV*	In the 2010 National Security Strategy of the United States, President Obama articulates the need for whole of society approaches to tackling tough transnational issues. Furthermore, some experts believe that in the decades ahead, global governance will be a characterized by complexity and ambiguity, with governance structures reflecting the influence of states, NGOs, IGOs, for-profit companies, and other agents. In this seminar, we will investigate collaborative approaches to addressing national and transnational security related matters, especially those that are rooted in the economic, environmental, and social dimensions of sustainable development.	Michael Fratantuono	Interdisciplinary	Fall 2014
INST	401	**US National Security: Policies and Plans**		This senior seminar is designed to give students an opportunity to study and discuss the US national security policy making process. The focus will be on the formulation of American strategies for dealing with such contemporary issues as the rise of China, the future of NATO, threats to US homeland security, and American dependence on imported oil. Students will be given the opportunity to use the resources of the US Army War College for their research activities. We will also meet with selected experts at the War College to discuss specific issues relating to US national security.	Douglas Stuart	Interdisciplinary	Fall 2010

ITAL	323	**Italian Food and Wine**	*SCON*	In this course, students will be initiated into the discipline of Food Studies. We will examine the role played by food in the shaping of Italian culture from the Risorgimento to Contemporary Italy. We will consider which ingredients are at the heart of the Italian diet. We will observe how they were described, produced, prepared, and consumed in different parts of the Italian Peninsula and the role cookery, cookbooks, and wine played in the process of unifying Italy and giving an identity to Italian immigrants in America. Some of the arguments covered will be the emergence of a national cuisine with Pellegrino Artusi, the consequences of the development of an agro-industrial complex in a predominantly agrarian society, the manipulation of food/drink imagery by early publicists, the political value assigned to food and wine by the Futurist movement and by the Fascist ideology. The last weeks of the course will focus on the new perspectives and choices offered by the Slow Food Movement. Students will learn how to use the research tools of the discipline. They will be trained to expand their analytical skills, to ask questions pertinent to the topic at hand, and to develop argumentative and rhetorical strategies, both orally and in writing.	Sylvie Davidson	1	Spring 2014
ITAL	400	**Reclaiming Landscape**	*SINV*	What is a landscape? How does it contribute to the formation of our collective and individual identities? What is happening to the diverse landscapes of the past in a globalized world where every place looks increasingly the same? What can we learn about landscape from literature and the arts? We will try to answer these and other related questions by comparing theories that approach the subject from different perspectives. Students will develop their own research projects in the light of the theories discussed in class and apply them to various aspects of Italian culture, including literature, art history, regional and urban planning and others.	Tullio Pagano	1	Spring 2012
JDST	215	**Jewish Environmental Ethics**	*SCON*	Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions, advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. Is Judaism really to blame for the world's environmental woes? In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (i.e., Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies. Cross-listed as ENST 215, JDST 215 and RELG 215.	Andrea Lieber	1	Spring 2013 Spring 2012 Fall 2010
JDST	316	**Jews and Food**	*SCON*	Every Jewish holiday, it has been said, can be summed up in the following way: "They tried to kill us. We won. Let's eat!" Despite the satirical jab of this quote, food certainly plays a central role in both Jewish religion and culture. Students will investigate the meaning of Jewish food from historical, sociological, anthropological and literary viewpoints, including an examination of the representation of Jewish food in popular culture. The course will also include a cooking class on Jewish food and a trip to Baltimore to a kosher Chinese restaurant. Cross-listed as JDST 316 and RELG 316.	Ted Merwin		Fall 2014
LALC	122	**Introduction to Caribbean Studies**	*SCON*	The greater Caribbean region was at the center of the formation of the modern African Diaspora. Over the years, the Caribbean region has played an influential role in the development of social and cultural movements throughout the African Diaspora. This class will survey the Caribbean, examining its location, population, diversity, and significant role in shaping world events. Students will become familiar with the Caribbean region, its place as a site of empire, and the important role of key intellectuals who were foundational in developing anti-colonial and post-colonial black consciousness. The course will cover the following areas of inquiry: geography and sociology of the region, key theoretical concepts, leading intellectuals, transforming world events and cultural production. Cross-listed as AFST 235 and LALC 122.	Patricia van Leeuwaarde Moonsammy	Interdisciplinary	Spring 2013
LALC	200	**Border Feminisms**	*SCON*	An examination of the cultural and theoretical production generated by and about women inhabiting the Mexico-U.S. border. Historically, this two-thousand-mile-long geographical zone has witnessed vibrant crossings of peoples, capital, and ideas, a condition that resonates powerfully in the cultural and political life of both nations. The course traces the workings of power that continue to mediate these flows along the lines of nationality, race, ethnicity, gender, sexuality and class. Readings include works on feminist, gender, border, and visual theories as well as a selection of films, songs, artwork, performances, photography, murals, and fiction. Cross-listed as LALC 200 and WGST 202.	Gloria Garcia	Interdisciplinary	Spring 2013
LALC	230	**Early Latin American History to 1800**	*SCON*	urvey of pre-Colombian and colonial Latin American history. Students explore the major ancient civilizations of the Americas, the background and characteristics of European conquest and colonization, the formation of diverse colonial societies, and the breakdown of the colonial system that led to independence. The course includes both the Spanish and Portuguese colonies in the Americas from a comparative perspective. Cross-listed as HIST 130 and LALC 230.	Marcelo Borges	2	Fall 2014
LALC	200	**Global Urban Poverty**	*SCON*	Global Urban Poverty is designed to provide a view of major social problems facing humanity in developing urban environments. Understanding that there is one planet and that what happens to peoples in one location affects peoples in another is an important part of living in the 21st century. As developing nations undergo a demographic shift from rural to urban majority populations, the stresses placed on government infrastructure in the areas of sanitation, housing, education, safety and security are immense. Urban poverty affects not only the poor, but also the affluent, as cities become contested sites. This course examines major social problems within the context of developing world urban poverty and seeks to stimulate students to evaluate their own lives in the context of larger social forces. Cross-listed as LALC 200 and SOCI 230.	Susan Rose Anthony Barnum	2	Fall 2014
LALC	236	**Latin America Economics**	*SCON*	The goal of this course is to survey the economic history, environment, and institutions of Latin American countries, as well as the current problems facing Latin America and their possible solutions. Among the topics to be considered are the region's colonial heritage, industrialization strategies, agricultural reforms, debt crises, attempts at regional integration (including NAFTA), and efforts to revise the role of the state. Cross-listed as ECON 236 and LALC 236.	Sebastian Berger	Interdisciplinary	Spring 2013
LALC	242	**Brazilian Cultural and Social Issues**	*SCON*	In this class students will learn about a variety of aspects of Brazilian culture and social issues. In particular, students will examine highly discussed topics in Brazil and about Brazil: samba, soccer, and carnival. Also, students will explore three different types of encounters: native encounters, African and Afro-Brazilian encounters, and gender encounters. Students will analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class will examine issues of representation related to marginalization, violence, and banditry. In order to carry out the analysis of ideas and cultural representations and their development, students will work with a variety of texts from different disciplines—literature, anthropology, sociology, history, and film—and follow an intersectional methodology. This class is cross-listed as LALC 242 and PORT 242.	Carolina Castellanos	Interdisciplinary	Fall 2013
LALC	262	**South American Archaeology**	*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 as ANTH 262, ARCH 262 and LALC 262.	Maria Bruno	Interdisciplinary	Fall 2014 Fall 2012

LALC	390	**Human Rights in Contemporary Latin American Literature**	*SCON*	This seminar explores the aesthetic and ethical complexities of the relationship between human rights and literature, throughout the analysis of well-known cases of human rights abuses that occurred in Latin America during the twentieth and twenty first century. We will read a variety of literary, legal and visual texts such as novels, short stories, plays, testimonials, treaties, legal cases, songs, films etc. Cross-listed as LALC 390 and SPAN 410.	Hector Reyes Zaga	1	Fall 2014
LAWP	228	**Economic Analysis of Policy**	*SCON*	This course introduces the basic economic techniques used in the analysis of public policy and applies these techniques to a variety of social problems and policies. The economic techniques taught include the analysis of market failure, benefit-cost analysis, and economic impact analysis. Applied topics vary, but are likely to include education and job training, welfare reform, subsidies for the arts, and housing policy for the poor, among others. Whenever possible, this course will include one or more group research projects related to the Central Pennsylvania region. Past projects have included the economic impact of Dickinson College and an analysis of the economic and social conditions in Carlisle's Hope Station neighborhood. Cross-listed as ECON 228, LAWP 228 and PMGT 228.	Nicky Tynan	Interdisciplinary	Spring 2013 Spring 2012 Fall 2012
LAWP	290	**The Legislative Process**	*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 as LAWP 290 and POSC 246.	Vanessa Tyson	Interdisciplinary	Fall 2013 Fall 2012 Fall 2011
MATH	271	**Differential Equations**	*SCON*	Elementary methods of solutions of selected types of differential equations; solutions of systems of linear differential equations with constant coefficients; and a brief introduction to numerical methods and series solutions. Includes a strong emphasis on applications. Offered every two years.	Lorelei Koss	3	Fall 2013
MEST	200	**Islam: Africa & Indian Ocean Region**	*SCON*	This lecture/ discussion course surveys the political, social, economic, and religious history of the expansion of Islam to Africa from the Muslim conquest in the seventh and eighth centuries C.E. until ca. 1900 C.E. It looks at the interaction between Muslim North Africa, the Middle East as well as Sub-Saharan and Indian Ocean Africa. We will examine trans-regional trade networks that extended from north of the Sahara and from across the Indian Ocean and which formed an undeniable part of the diffusion of Muslim religious thought and practices to the African Continent. We will further study processes of Islamization in various African regions over the past 1000 + years that were triggered by political as well as social historical processes. We will consider questions such as: What were the main undercurrents of the processes of religious conversion? Did patterns of Islamization differ regionally? Is there an "African Islam" or in other words is there an Africanization of Islam? How did Islam influence the creation and operation of social, political and economic institution? What impact did Arabic literacy have on African communities in general and educational institutions in particular? What were the big institutions of Islamic learning and what was their influence in African communities? How did Islam impinge on the status of African women across diverse cultures? What influence did Islam have on gender roles within African communities? What did being Muslim mean in the context of the trans-Saharan and the trans-Atlantic slave trades? Throughout the quarter we will consider these questions and learn about a range of key religious, economic, political, social and cultural issues of importance that are attributed to the role of Islam in Africa. We will explore a range of scholarly readings and debates as well as various sources of African history such as poetry, travel narratives, memoirs, legal texts, chronicles, and oral histories. Cross-listed as AFST 220, HIST 215 and MEST 200.	Constanze Weise	Interdisciplinary	Spring 2013
MEST	200	**Vulnerability to Global Change in the Mediterranean and North Africa**	*SINV*	This course covers economic effects and environmental consequences of global change in the Mediterranean and North African region. Cross-listed as ERSC 311 and MEST 200.	Maria Snoussi	Interdisciplinary	Spring 2012
MEST	266	**International Politics of the Middle East**	*SCON*	This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277, MEST 266 and POSC 277.	Ed Webb	Interdisciplinary	Fall 2014 Fall 2013
PHIL	113	**Environment, Culture and Values**	*SINV*	A study of the effects of scientific, religious, and philosophical values on human attitudes toward the environment and how these attitudes may affect our way of life. By focusing on a particular current topic, and by subjecting the basis of our behavior in regard to that topic to careful criticism, alternative models of behavior are considered together with changes in lifestyle and consciousness that these may involve. Cross-listed as ENST 111 and PHIL 113.	Mara Donaldson Susan Feldman Roger Turner	2	Fall 2012 Spring 2012 Fall 2011
PHIL	261	**Environmental Ethics**	*SINV*	This course delves into theories and applications of environmental ethics, a branch of philosophical ethics which focuses on the ethical obligations human moral agents have to the non-human environment, and their theoretical justification. Many leading environmental ethical views pose a radical challenge to conventional assumptions about the nature and objects of ethical obligations and the justifiability of our entrenched practices by raising questions such as: Do human lives and well-being constitute the primary locus of moral concern? Do animals have rights? How should we weigh the welfare of individual living creatures against the well-being of species and ecosystems? Are human production and consumption practices compatible with moral obligations to the non-human natural world? Should the wild be a locus of moral concern, or is 'wilderness' a human construct? Theories explored will include land ethics, ecofeminism and deep ecology as well as more traditional environmental ethical views.	Susan Feldman	2	Fall 2014
PHYS	102	**Meteorology**	*SCON*	The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. Does not count toward a physics major. Because of the similarity in course content, students will not receive graduation credit for both 102 and 202.	Windsor Morgan	3	Spring 2013
PHYS	114	**Climate Change and Renewable Energy**	*SINV*	An introduction to the physics of global climate change and a hands-on exposure to several types of renewable energy. The first third of this project-centered course introduces the basic physical principles of global climate change with a focus on radiative equilibrium, greenhouse effect, energy balance, and entropy. Since the energy sources of an energetically sustainable future will consist of renewable energies and possibly thermonuclear fusion energy, the remaining two thirds of the course is devoted to an exploration of wind turbines, solar concentrators, thermoelectric convertors, and photovoltaic systems.	Hans Pfister	3	Fall 2011
PHYS	132	**Introductory Physics**	*SCON*	An introduction to basic physics topics using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Topics in thermodynamics, electricity, electronics and magnetism are covered. Additional topics in chaos or nuclear radiation are introduced. Basic calculus concepts are used throughout the course. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study. Three two-hour sessions per week. (Students enrolled in Physics 132 who have completed Mathematics 161 are encouraged to continue their mathematics preparation while taking physics by enrolling in Mathematics 162.) Because of the similarity in course content, students will not receive graduation credit for both 132 and 142.	Lars English Hans Pfister	3	Spring 2013 Spring 2011
PHYS	142	**Physics for the Life Sciences**		Introductory, non-calculus physics, principally for life science and pre-med students. Topics include mechanics, thermodynamics, acoustics, optics, electricity, magnetism, and modern physics. Three two-hour workshop sessions a week. Because of the similarity in course content, students will not receive graduation credit for both 132 and 142.	Brett Pearson	3	Spring 2011

PHYS	314	**Energy & Environmental Physics**	*SINV*	A project-oriented approach to the study of the thermodynamics of fossil fuel engines and devices, the physics of solar and other alternative energy sources, energy conservation principles, the physics of nuclear fission reactors and nuclear fusion research, the physics of the atmosphere, air pollution, global climate change, and ozone depletion. Examples of projects include: energy conservation analysis, and the design, construction and testing of modern wind turbines or solar energy sources.	Hans Pfister	3	Fall 2014 Spring 2013 Fall 2010
PMGT	228	**Economic Analysis of Policy**	*SCON*	This course introduces the basic economic techniques used in the analysis of public policy and applies these techniques to a variety of social problems and policies. The economic techniques taught include the analysis of market failure, benefit-cost analysis, and economic impact analysis. Applied topics vary, but are likely to include education and job training, welfare reform, subsidies for the arts, and housing policy for the poor, among others. Whenever possible, this course will include one or more group research projects related to the Central Pennsylvania region. Past projects have included the economic impact of Dickinson College and an analysis of the economic and social conditions in Carlisle's Hope Station neighborhood. Cross-listed as ECON 228, LAWP 228 and PMGT 228.	Nicola Tynan	Interdisciplinary	Spring 2013 Spring 2012 Fall 2012
PMGT	290	**Energy Policy: Procurement, Use, and Regulation**	*SINV*	Energy policy refers to the myriad of collective public and private decisions taken to secure access to and conserve energy resources necessary for sustaining a society. For the modern nation state, energy procurement and use are leading contributors to global climate change and environmental disruption, remain a major sector of the economy, and are significant factors with national security decisions. This class will explore the environmental impact of traditional fossil fuel and nuclear energy sources, consider renewable energy alternatives designed to promote ecological and social sustainability, and then focus on policy and management decisions at various regulatory levels designed to both secure energy resources and limit environmental impact. Class meetings and discussion will be supplemented with weekly laboratory meetings and field trips including extended trips to the Marcellus Shale natural gas and coal-mining regions of Pennsylvania. Cross-listed as ENST 310 and PMGT 290.	Michael Heiman	Interdisciplinary	Spring 2011
PMGT	290	**Mapping Community Resiliency & Change: U.S. Livelihoods on Frontlines of Global Energy Development**		The class will be organized around a series of invited speakers discussing the complex community, labor, family, and social impacts of energy exploration and development in the United States. Students enrolled in the class will be responsible for readings related to the topics these guest speakers will cover as well as general concepts related to the impacts of energy development on communities. Such concepts may include: social disruption models, energy boomtown studies, critical map theory and mapping for social change, GIS and other mapping methods for describing and analyzing socio-cultural and demographic trends and patterns, subsistence livelihood research, definitions of community, rhetorics of sustainability and resiliency, etc. The class will develop a GIS of key U.S. energy development zones (e.g., Gulf of Mexico, Bering Sea, Marcellus Shale play, etc.) and their intersection with the social and cultural characteristics of the regions where these zones are located. Independently, each student will be expected to conduct an interview with one of the guest speakers. A DVD will be produced from the class that will include both the mapping project and student interviews. Cross-listed as ENST 311, PMGT 290 and SOCI 313.	Simona Perry	Interdisciplinary	Spring 2011
PMGT	401	**Policy Management Senior Seminar**	*SINV*	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 interdisciplinary, (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 Hoefler	Interdisciplinary	Fall 2013 Fall 2012 Fall 2011
PORT	242	**Brazilian Cultural and Social Issues**	*SCON*	In this class students will learn about a variety of aspects of Brazilian culture and social issues. In particular, students will examine highly discussed topics in Brazil and about Brazil: samba, soccer, and carnival. Also, students will explore three different types of encounters: native encounters, African and Afro-Brazilian encounters, and gender encounters. Students will analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class will examine issues of representation related to marginalization, violence, and banditry. In order to carry out the analysis of ideas and cultural representations and their development, students will work with a variety of texts from different disciplines—literature, anthropology, sociology, history, and film—and follow an intersectional methodology. This class is cross-listed as LALC 242 and PORT 242.	Carolina Castellanos	Interdisciplinary	Fall 2013
PORT	380	**Afro-Brazilian Culture**	*SCON*	This course explores elements of Afro-Brazilian culture in multi-racial Brazil and how such elements impact and often define Brazilian society and culture as a whole. The contents are organized around topics that aim at showing the relationship between culture and politics and the intricate web woven in the interplay between Africa, Brazil and the world and the multifarious processes of hybridization.	Ramayana Lira	Interdisciplinary	Spring 2014
POSC	120	**American Government**	*SCON*	A basic introductory course in American federal government which emphasizes its structure and operation. Special attention is given to the executive, legislative, and judicial processes.	Vanessa Tyson	2	Spring 2014 Fall 2011 Spring 2011
POSC	170	**International Relations**	*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 as INST 170 and POSC 170.	Craig Nation Russell Bova	Interdisciplinary	Fall 2014 Fall 2012 Spring 2012
POSC	202	**Recent Political Thought**	*SCON*	An introduction to the political thought of the 20th century focusing on the works of Rawls, Nozick, Okin, Walzer, and others.	Toby Reiner	2	Spring 2014
POSC	243	**Mass Media & American Politics**		Examines the causes, content, and consequences of political news, primarily focusing on television. It will explore the ways in which audience characteristics, organizational routines, and professional socialization influence the style and substance of the news. The content of news will be analyzed for: the three branches of government, war, foreign governments, crises, and presidential campaigns. The impact of the media on political behavior will also be discussed. Content analysis will be used by students to systematically analyze television network news.	Stephanie Larson	2	Fall 2010
POSC	246	**The Legislative Process**	*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 as LAWP 290 and POSC 246.	Vanessa Tyson	2	Fall 2013 Fall 2012 Fall 2011
POSC	256	**The City**	*SCON*	An introduction to urban politics from a broadly comparative vantage point. Topics include the socioeconomic and cultural bases of city politics, power struggles and policy making within urban political arenas, and the relationship between urbanization and political development.	David Strand	2	Fall 2013 Fall 2011 Fall 2010
POSC	258	**Human Rights**	*SCON*	The 1948 Universal Declaration of Human Rights embodies a global consensus on the fundamental importance of human rights as a political value. But the idea and its practical applications have provoked intense controversy around the world on issues such as freedom of expression, capital punishment and torture, gender and sexuality, religious freedom, social and economic justice, and cultural and minority rights.	David Strand	2	Fall 2013

POSC	290	**Asian Urban Ecology**	*SINV*	Asian cities are among the most economically productive in the world, and also number some of the most polluted and environmentally challenged urban centers on the planet. Further complicating this picture is the fact that many Asian cities are also on the cutting edge of policies associated with "ecological modernization," the effort to balance and manage competing economic and environmental interests and values. This course will examine a range of Asian cities, including, for example, Beijing, Singapore, Tokyo, Hong Kong, Shanghai and Seoul, and a range of issues like resource management, urban sprawl and congestion, environmental protection, green space and urban design, biodiversity and environmental justice with a view to better understanding the evolving interdependence among political, economic, social and natural systems in urban Asia. Cross-listed as EASN 206 and POSC 290.	David Strand	Interdisciplinary	Spring 2014
POSC	290	**Gender and the Policy Process**		This course is aimed at students who wish to study issues of policy as they relate to various understandings of gender. Issues include but are not limited to: equal rights, sexual harassment and the workplace, the commodification of sexuality, the environment and reproductive health, same-sex marriage and sodomy laws. The goal of the course is to better understand the myriad ways in which policy intersects with normative, binary understandings of gender, as well as the disparate effects of "gender-neutral" policies on groups marginalized by gender status.	Vanessa Tyson	2	Spring 2011
POSC	290	**Marginalization & Representation**	*SCON*	This course explores the political representation of groups that have historically been marginalized in American society and excluded from the democratic process either through statute or through common practices. In particular, issues of racism, sexism, classism, and homophobia will be addressed. Cross-listed as AFST 220 and POSC 290.	Vanessa Tyson	2	Spring 2014 Spring 2013 Spring 2012 Spring 2011
POSC	390	**Politics of Environmental Protection in Asia**	*SINV*	This seminar takes a close look at the political, social, cultural, and legal issues that affect environmental protection in Asia. Focusing attention on China, Japan, India and Taiwan, and by drawing upon scholarly literature in political science, sociology, anthropology, law, and history, the course aims to provide students with a multidisciplinary understanding of the myriad factors which shape the content of environmental legislation and policies and how these are implemented in society. Does China's authoritarian system give environmental laws more "bite"? What roles do NGOs play in Asia? Does Confucianism, Shintoism or Hinduism make people more or less inclined to protect the environment? How do Asians deal with the impact of rapid economic growth? In short, we will try to understand the complex interaction between political, legal, and social dimensions of environmental protection in a region that is home to half of the world's population and three of the world's current and future economic powerhouses. Cross-listed as EASN 306, ENST 311 and POSC 390.	Neil Diamant	2	Spring 2012 Spring 2011
POSC	208	**Justice in World Politics**	*SCON*	An examination of how states ought to make ethical decisions about policies of global scope. Should asylum seekers and economic migrants be granted access to social services? How must states fight wars? How ought resources to be distributed between countries? We will explore the philosophical underpinnings of the arguments that have been developed in response to at least two of these questions.	Toby Reiner	2	Fall 2013
POSC	277	**International Politics of the Middle East**	*SCON*	This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277, MEST 266 and POSC 277.	Ed Webb	2	Fall 2014 Fall 2013
PSYC	140	**Social Psychology**	*SCON*	In this introduction to psychological aspects of human social behavior, we discuss such topics as the relationship between attitudes and behavior, how people judge one another, interpersonal and group influence processes, and relations between individuals and groups, with strong emphasis on real-world applications. We also introduce scientific methods and formal theories for studying social behavior.	Andy Skelton	2	Spring 2012 Fall 2011 Spring 2011
PSYC	175	**Introduction to Community Psychology**	*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 settings 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	2	Fall 2014 Fall 2012 Spring 2012
PSYC	340	**Research Methods in Social Psychology**	*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.	Andy Skelton	2	Fall 2013 Fall 2012
PSYC	375	**Research Methods in Community Psychology**	*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	2	Fall 2012 Fall 2011
PSYC	440	**Social Psychology & Sustainability Seminar**	*SINV*	Explores theories of environmentally-relevant behavior and techniques to increase sustainable behavior. Nonmajors may request permission of instructor.	Andy Skelton	2	Spring 2012 Spring 2011
RELG	101	**What is Religion?**	*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 Donaldson	1	Fall 2012 Fall 2011
RELG	110	**Religion and Modern Culture**	*SCON*	Drawing upon popular examples from film, drama, and narrative, as well as critical essays, the course explores both the religious dimensions of modern culture myth, sacred space and time, nature spirituality and the cultural contexts of contemporary theologies gender, race, economics.	Mara Donaldson	1	Fall 2014 Spring 2014 Spring 2013 Spring 2011 Spring 2010
RELG	211	**Religion & Fantasy**		An exploration of the religious and mythological dimensions of traditional and modern fantasy literature. Our explorations will be guided by three interdependent themes: the nature of the divine, the nature of the human, and the nature of the moral life.	Mara Donaldson	1	Fall 2010

RELG	215	**Jewish Environmental Ethics**	*SCON*	Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions, advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. Is Judaism really to blame for the world's environmental woes? In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (i.e., Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies. Cross-listed as ENST 215, JDST 215 and RELG 215.	Andrea Lieber	1	Spring 2013 Fall 2011 Fall 2010
RELG	248	**Religion & Non-Violence**		Although religion in our world today is often associated with violence, this course examines the lives and work of important religious figures who advocated non-violence for social change. What are the ethical debates about non-violence as a response to injustice? We will read works by Mahatma Gandhi, Martin Luther King, Jr., Bishop Tutu, Dorothy Day, the Dalai Lama, Thich Nhat Hanh, and others.	Mara Donaldson	1	Fall 2010
RELG	311	**Buddhism & the Environment**	*SINV*	Although protection of the environment is not a Buddhist goal per se, it is involved in the quest for enlightenment. The course will apply the Buddhist perspective to questions about the relations between humans and the rest of nature, to specific environmental problems, to the tradeoffs between human good and protection of other species, and to consumption and consumerism. Cross-listed as ENST 311 and RELG 311.	Daniel Cozort	1	Fall 2014 Fall 2013 Fall 2011 Fall 2010
RELG	316	**Jews and Food**	*SCON*	Every Jewish holiday, it has been said, can be summed up in the following way: "They tried to kill us. We won. Let's eat!" Despite the satirical jab of this quote, food certainly plays a central role in both Jewish religion and culture. Students will investigate the meaning of Jewish food from historical, sociological, anthropological and literary viewpoints, including an examination of the representation of Jewish food in popular culture. The course will also include a cooking class on Jewish food and a trip to Baltimore to a kosher Chinese restaurant. Cross-listed as JDST 316 and RELG 316.	Ted Merwin		Fall 2014
RUSS	248	**Russia, the Environment and the Natural Sciences**	*SINV*	Although the territory of the Russian Federation contains some of the world's largest supplies of natural resources (e.g. the most voluminous freshwater lake; the most square miles of forest), Russo-Soviet history also boasts an long list of environmental disasters and mismanagements, including widespread nuclear and chemical contamination, unsuccessful forced-labor canal projects, and attempts to reverse the flow of Russia's Northern rivers to the south. Yet, perhaps paradoxically, the environment and the natural sciences have played pivotal roles in the Russian cultural imagination of the past two centuries, with "the scientist" and "the naturalist" emerging as key figures in the history of literature, criticism, film, and underground culture. Furthermore, despite its embarrassing environmental record, Russian writers have long advocated a holistic, organic approach to life that is in many ways compatible with contemporary debates on sustainability and conservation. In particular, we will look at Leo Tolstoy's writings on minimal environmental impact, vegetarianism, independent farming, and pacifism (which would go on to influence Gandhi). Our analysis of these texts and ideas will be paired with trips to the Dickinson College farm, where we will put Tolstoy's approaches to the land—both on the pages of his novels and in his own life—into practice. Cross-listed as ENST 311 and RUSS 248.	Alyssa DeBlasio	1	Fall 2011
SCIE	301	**Sustainability Science**	*SINV*	This course explores the role of science in environmental sustainability. Particular emphasis will be placed on population growth, biodiversity, renewable vs. nonrenewable natural resources (e.g., water, soil, energy, minerals), and temporal limits of nonrenewable natural resources (e.g., peak oil). Intercultural differences in perspective on sustainability issues will be examined between the UK, EU, and US.	Grant Braught	3	Spring 2014 Spring 2013
SOCI	110	**Social Analysis**	*SCON*	Selected topics in the empirical study of the ways in which people's character and life choices are affected by variations in the organization of their society and of the activities by which social arrangements varying in their adequacy to human needs are perpetuated or changed.	Erik Love	2	Fall 2011 Spring 2011
SOCI	230	**Conflict & Conflict Resolution Studies**	*SCON*	Conflict is an inescapable aspect of social life. It often seems that conflict is a chronic aspect of the human experience, and yet, as social beings living in mutually dependent social groups, we have developed various strategies for managing and resolving conflicts. We will explore the dynamics of conflict and the mechanisms to manage or resolve conflicts in various contexts—inter-personally, in families, workplace-based, among ethnic, racial, and religious groups, and internationally. This course will examine the growing literature on conflict studies, and will draw on inter-disciplinary perspectives to examine conflict and conflict resolution processes and strategies.	Shalom Staub	2	Fall 2013 Fall 2010
SOCI	230	**Cuba: Economic, Environmental and Social Sustainability and Resiliency**	*SINV*	At the beginning of the 21st century, Cuba, a small (however the biggest) island nation in the Caribbean, with a population of 11 million, is facing major challenges as it attempts to carry on and further develop its unique brand of 21st Century socialism. This globally integrated course is a co-taught economics and sociology course that focuses broadly on the questions of sustainability from economic, environmental, political, cultural and social perspectives. It examines contemporary economic and social conditions and policies, international relations, and the ramifications of the Cuban revolution of 1959. Special attention will be given to urban agriculture as well as to social policy related to health, education, family, youth, gender and sexuality. In order to deepen our understanding of Cuba's economy, society, and culture today, we will integrate a 10-day study tour of Cuba over spring break. Cross-listed as ECON 214 and SOCI 230.	Sinan Koont Susan Rose	2	Spring 2012
SOCI	230	**Ethnography of Postcolonial Africa**		This course is intended as both an introduction to the ethnography of Africa and an examination of postcolonial situations in Africa. We will learn a great deal about the cultural, social, political, and economic diversity of the continent while avoiding the typological thinking that once characterized area studies. Through ethnography we will learn about African cultures, their historical contingencies, and their entanglements in various fields of power. We will assess the changing influences of pre-colonial traditions, colonialism, postcolonial states, and the global economy. Cross-listed as AFTS 310, ANTH 230 and SOCI 230.	Jim Ellison	2	Fall 2010
SOCI	230	**Global Urban Poverty**	*SCON*	Global Urban Poverty is designed to provide a view of major social problems facing humanity in developing urban environments. Understanding that there is one planet and that what happens to peoples in one location affects peoples in another is an important part of living in the 21st century. As developing nations undergo a demographic shift from rural to urban majority populations, the stresses placed on government infrastructure in the areas of sanitation, housing, education, safety and security are immense. Urban poverty affects not only the poor, but also the affluent, as cities become contested sites. This course examines major social problems within the context of developing world urban poverty and seeks to stimulate students to evaluate their own lives in the context of larger social forces. Cross-listed as LALC 200 and SOCI 230.	Susan Rose Anthony Barnum	2	Fall 2014
SOCI	230	**Sustainability: Social Justice and Human Rights**	*SINV*	History "is a crab scuttling sideways, a drip of soft water wearing away stone, an earthquake breaking centuries of tension." (Solnit, Rebecca, Hope in the Dark, 2004). This course will examine the importance of the environmental movement and broader definitions of sustainability. We will explore examples of direct action, of serendipitous change, and of world-changing events that have moved us more clearly toward an understanding of "our" shared future on this planet. We will survey the issues connected to sustainable systems and will focus more specifically on issues related to food, water and energy. Through readings, film, and experiential activities the course will challenge us to analyze the impact of various actors and assess our own responsibility. Cross-listed as ENST 311 and SOCI 230.	Joyce Bylander	2	Spring 2013 Spring 2012

SOCI	237	**Global Inequality**	*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 Lee	2	Fall 2013 Fall 2012 Spring 2011
SOCI	238	**Consumer Culture**	*SCON*	The sociology of consumerism is a major specialty in European sociology, and is only recently receiving attention by American sociologists. In this class, we will examine the increasing importance of consumerism in daily life and the degree to which culture has become commercialized. We will discuss the sign value of commodities, as well as the shift from a stratification system based on the relationship of the means of production to one based on styles and patterns of consumption. We will also concern ourselves with the relationships between consumption and more traditional sociological concerns such as gender, race, and social class. Offered every two years.	Dan Schubert	2	Spring 2013 Spring 2011
SOCI	270	**Social Movements, Protest & Conflict**		The study of protest politics and social movements is the study of collective agency. Social movements arise when people act together to promote or resist social change. Movements represent not only grievances on a particular set of issues, but also frustration with more established political forms of making claims in societies. In this course, we will engage with some of the large theoretical debates in the study of social movements, reading both empirical treatments of particular movements and theoretical treatments of key issues. The featured case studies will include civil rights, feminism, ecology, the antinuclear movement, the New Right and the alternative globalization movement. We will be particularly concerned with the social and political context of protest, focusing on basic questions, such as: under what circumstances do social movements emerge? How do dissidents choose political tactics and strategies? And, how do movements affect social and political change?	Erik Love	2	Spring 2011
SOCI	313	**Field Practicum**	*SCON*	This course focuses on developing and applying students' qualitative research methods skills, including ethnographic fieldwork, oral history and interviewing, and demographic analysis. While readings and applied research will focus primarily on Mexican and Mexican-American workers and communities in Adams County, comparisons and contrasts with other Latino communities in the U.S. will be made. Issues to be explored: immigration, work, family, education, health, religion, social policy, and adaption to and reception of host communities. Cross-listed as ANTH 244, HIST 315 and SOCI 313.	Marcelo Borges Susan Rose	2	Fall 2011
SOCI	313	**Mapping Community Resiliency & Change: U.S. Livelihoods on Frontlines of Global Energy Development**		The class will be organized around a series of invited speakers discussing the complex community, labor, family, and social impacts of energy exploration and development in the United States. Students enrolled in the class will be responsible for readings related to the topics these guest speakers will cover as well as general concepts related to the impacts of energy development on communities. Such concepts may include: social disruption models, energy boomtown studies, critical map theory and mapping for social change, GIS and other mapping methods for describing and analyzing socio-cultural and demographic trends and patterns, subsistence livelihood research, definitions of community, rhetorics of sustainability and resiliency, etc. The class will develop a GIS of key U.S. energy development zones (e.g., Gulf of Mexico, Bering Sea, Marcellus Shale play, etc.) and their intersection with the social and cultural characteristics of the regions where these zones are located. Independently, each student will be expected to conduct an interview with one of the guest speakers. A DVD will be produced from the class that will include both the mapping project and student interviews. Cross-listed as ENST 311, PMGT 290 and SOCI 313.	Simona Perry	2	Spring 2011
SOCI	400	**Social Movements & Change**		The aim of this course is to explore how social movements contribute towards achieving progressive and transformative social change. We will consider the major theoretical approaches used to explain the nature of social movements; how social movements mobilize popular support; how we account for their rise and decline. We will adopt a comparative approach to understand forms of popular protest in western and non-western societies with special emphasis on the development and nature of the global justice movement and the struggles around globalization.	Pauline Cullen	2	Fall 2010
SOCI	400	**Sociology of Violence**		While dealing with broad conceptualizations of structural, symbolic, and intimate violence, this course will focus on gender and sexual violence in the context of domestic and international relations. We will examine: the social construction of gender and violence; social policy regarding violence; interpersonal violence: rape in the context of both wartime and peacetime, domestic violence (battering, child abuse, sexual abuse); women's rights as human rights; and the politics of trauma, memory, and denial.	Susan Rose	2	Fall 2010
SOCI	400	**Women, Culture and Development**	*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 Lee	2	Fall 2012
SOCI	230	**American Capitalism and Social Justice**	*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 as AMST 200, ECON 223 and SOCI 230.	Andrew Farrant	2	Fall 2012
SOCI	230	**American Capitalism and Social Justice**	*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 as AMST 200, ECON 223 and SOCI 230.	Andrew Farrant	2	Fall 2012
SPAN	231	**Sustainability in the Context of Hispanic Cultures**	*SINV*	This section of Spanish 231 will examine the concept of sustainability in the context of Hispanic cultures and will examine its social, economic, and environmental components. The class will begin with a two-week trip to Cuba to study food security and sustainable urban agriculture in La Havana. Upon return to campus students will develop projects related to their experience in Cuba and also continue with other sustainability case studies. The course will include readings by noted Hispanic authors such as Homero Aridjis, Pablo Neruda, Mario Vargas Llosa, and Miguel Delibes, among others. Readings will develop an understanding of how our relation to the environment is expressed in Spanish and discussion of readings will help students develop critical thinking skills. By the end of the course, students should have a basic understanding of the principal historical and cultural contexts that orient considerations of sustainability in the Hispanic world. They will also have developed an ability to express ideas and formulate responses to sustainability issues with appropriate vocabulary, both orally and in writing.	Asuncion Arnedo-Aldrich	1	Spring 2013

SPAN	380	**Revolutionaries in Latin America**	*SCON*	This class examines the representation of revolutionaries and guerrillas in terms of race, socioeconomic status, gender, and sexuality. The class focuses on the Mexican, Cuban, and Sandinista Revolutions, as well as on some revolutionary student movements in Latin America. Students will read a variety of texts, such as novels, testimonials, songs, films, and theoretical and historical articles.	Carolina Castellanos	1	Spring 2014
SPAN	410	**Human Rights in Contemporary Latin American Literature**	*SCON*	This seminar explores the aesthetic and ethical complexities of the relationship between human rights and literature, throughout the analysis of well-known cases of human rights abuses that occurred in Latin America during the twentieth and twenty first century. We will read a variety of literary, legal and visual texts such as novels, short stories, plays, testimonials, treaties, legal cases, songs, films etc. Cross-listed as LALC 390 and SPAN 410.	Hector Reyes Zaga	1	Fall 2014
SUST	301	**Practicum in Sustainability: Reducing Dickinson's Carbon Footprint**	*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	Interdisciplinary	Fall 2012 Spring 2011
SUST	301	**Practicum in Sustainability: Building Sustainable Communities**	*SINV*	Many communities are embracing sustainability as a goal of community development, giving weight to social equity, economic security and ecological integrity as they work to build the capacity of their residents to improve the quality of their lives. In this practicum course we will learn about different conceptions and models of sustainability and community development through case studies and a community-based research project with community partners in Carlisle. The research project will help students develop skills for building sustainable communities, working in teams and working with community partners. Lab hours will be used for in-class exercises, guest speakers, field trips to partner sites, and fieldwork for the research project. There may be one or two weekend field trips. Cross-listed as ENST 311 and SUST 301.	Neil Leary	Interdisciplinary	Fall 2013
SUST	330	**Global Environmental Challenges and Governance**	*SINV*	Climate change poses significant challenges for attaining sustainable development goals. It is global in its causes and consequences, but responsibilities for causing climate change, vulnerability to its effects, and capabilities for acting to reduce the risks differ for different nation states and other actors. Meaningful action to slow or stop climate change is beyond the means of individual nations, and international institutions have been created to negotiate, mobilize and oversee cooperation to mitigate and adapt to climate change. Taking an interdisciplinary approach, we will examine the processes, politics, ethics and effectiveness of these governance institutions and the roles of different actors in the governance of climate change. We will explore the demographic, social and economic drivers of global climate change; the dangers it poses to ecological systems, human wellbeing, and sustainable development; and policy options for responding to the dangers. Our explorations will result in students being able to articulate the perspectives of key stakeholders on important issues in the governance of global climate change and critically analyze the performance of international environmental governance institutions. Cross-listed as ENST 311, INST 290 and SUST 330.	Neil Leary	Interdisciplinary	Fall 2014 Fall 2011
SUST	490	**Baird Honors Colloquium**	*SINV*	Students accepted into the Baird Sustainability Fellows program will explore questions about sustainability from a variety of disciplinary and interdisciplinary perspectives and build leadership and professional skills as agents of change. The specific assignments and content of the colloquium will be decided in concert with the admitted students. These may include conversations with invited scholars and practitioners, discussions of selected readings and public lectures, individual or collaborative projects, written essays, presentations of student research and service projects, student led class sessions, workshops, and field trips. Each student will create an electronic portfolio to document attainment of sustainability learning goals. The colloquium is a half-credit course that will meet for 90 minutes each week. Grading for the course will be credit/no credit.	Neil Leary	Interdisciplinary	Spring 2014 Spring 2013
SUST	500	**Field Research on International Climate Change**	*SINV*	In this Independent Research course, students enrolled in the Global Climate Change Mosaic will form an interdisciplinary research team that will conduct qualitative field research at the 20th Conference of the Parties (COP20) to the United Nations Framework Convention on Climate Change (UNFCCC) in Lima, Peru. The Independent Research will have three components: (i) preparation for field research during the fall 2014 semester; (ii) two weeks of field research at COP 20 in Lima in December 2014; and (iii) reflection on the field experience and writing of research papers during the first two months of the spring 2015 semester. Each student will select, with guidance from the instructors, a key issue in the UN climate change negotiations as a focus for her/his independent research project. Prior to the trip to COP 20, students will do library and online research about their selected issues, form research questions, create a plan for the field research, develop a protocol and interview instrument for conducting interviews at COP 20, and identify and contact potential interview subjects. Students will participate in workshops to build interview and video technology skills. Each student will be the team's expert on her/his selected issue, and will brief the rest of the team about the issue prior to traveling to Lima. While at the conference in Lima, students will conduct and videotape interviews with conference delegates. In the spring, students will use their interviews, and library and online research from the fall, to write research papers. The Independent Research is structured as ½ credit in the fall semester and ½ credit in the spring semester.	Neil Leary Jeff Niemitz	Interdisciplinary	Fall 2014
THDA	210	**The Luminous Stage: Lighting Design, Projection, and Theatre Electrics**	*SCON*	Explore the craft of lighting and projection for live performance. We will discover how to sculpt and define space, time, and the human body through the creative use of controlled light.	S. Benjamin Farrar	Interdisciplinary	Spring 2013
WGST	200	**Introduction to Women's and Gender Studies**	*SCON*	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.	Susannah Bartlow Stephanie Gilmore	Interdisciplinary	Spring 2013 Fall 2012 Fall 2011
WGST	202	**Border Feminisms**	*SCON*	An examination of the cultural and theoretical production generated by and about women inhabiting the Mexico-U.S. border. Historically, this two-thousand-mile-long geographical zone has witnessed vibrant crossings of peoples, capital, and ideas, a condition that resonates powerfully in the cultural and political life of both nations. The course traces the workings of power that continue to mediate these flows along the lines of nationality, race, ethnicity, gender, sexuality and class. Readings include works on feminist, gender, border, and visual theories as well as a selection of films, songs, artwork, performances, photography, murals, and fiction. Cross-listed as LALC 200 and WGST 202.	Gloria Garcia	Interdisciplinary	Spring 2013

WGST	202	**Ecofeminism**	*SINV*	Ecofeminism analyzes how historical and contemporary inequalities devalue and oppress both 'women' and 'nature', leading to the oppression and denigration of both. The course adopts a theoretical, historical, and scientific perspective to explore the ways that, in Western society, women are treated as inferior to men, 'nature' is treated as inferior to 'culture', and humans/men are understood as being separate from, and often superior to, the natural environment/women. Through a lens that acknowledges the connections between and among sexism, racism, class exploitation, and environmental destruction, the class will explore and undermine many of the common conceptions that balance technology, culture, progress, innovation, and might against the traditionally feminine, tradition, sustainability, and community innovation. Students will explore themes of division in their own lives and cultures, examine the shift from egalitarian societies (characterized by partnership and Goddess worship) to patriarchal societies (characterized by the domination of women and of nature), and apply an ecofeminist lens to climate adaptation disparities, public health, environmental paradigms, and the media.	Susannah Bartlow	Interdisciplinary	Spring 2012 Fall 2010
WGST	202	**Transnational Feminisms**	*SCON*	This course is an interdisciplinary and intersectional examination of the effects of nation-building, border enforcement, the prison industrial complex, global capitalism, reproductive injustice, migration/dislocation and militarism on people's lives. The course centralizes the concepts of Intersectionality, Nation & Nation-Building, Empire-Building & Colonialism, Global Capitalism & Neoliberalism, Militarism, and Transnational Feminism. We pay particular attention to how these structures and ideologies affect gendered peoples and how local, as well as global, feminist activist strategies can help or hinder material conditions. Some questions posed by the material include, why do queer folks threaten the nation?, what is pinkwashing and homonationalism?, can you ever travel "just for fun"?, what does it mean to work in the global economy?, what is global surrogacy?, and what are some activist strategies and ethics associated with transnational feminism?	Jennifer Musial	Interdisciplinary	Spring 2014
WGST	300	**African American Women Writers**	*SCON*	This course examines a range of the literary productions written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Cross-listed as AFST 320, ENGL 375 and WGST 300.	Lynn Johnson	Interdisciplinary	Spring 2013
WGST	300	**Postcolonial Feminist Science Studies**	*SCON*	This course will provide an introduction to postcolonial feminist critiques of medicine, science, and technology. We will begin by interrogating how ideas of gender, sex, and sexuality are shaped by medical, scientific, and technological discourses. We will continue on to address how these concepts are deployed in reproductive politics, the pharmaceutical industry, healthcare, and the use and dissemination of "modernizing" technology in developing nations. We will then consider the place of women – both as objects of, and active participants in - scientific research projects. We will examine all of these phenomena from cross-cultural perspectives, paying particular attention to the circulation of knowledge and research across the globe, and the relationship between scientific progress and conditions of socio-economic inequality. Cross-listed as AFST 320, AMST 301 and WGST 300.	Megan Glick	Interdisciplinary	Spring 2013
WGST	300	**Race, Gender and the Body**	*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 radicalized 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 as AFST 310, AMST 301 and WGST 300.	Megan Glick	Interdisciplinary	Fall 2012
WGST	374	**African Women's History**	*SCON*	This course examines the role of women in African societies since the nineteenth century. Lectures and readings will be arranged thematically. Themes include sexuality and reproduction, the household, women's economic activity, political power, religion, colonialism, and democracy. After a discussion of gender, we will analyze pre-colonial production and reproduction, family life and religion in the twentieth century, women's roles in nationalist politics, the politics of female genital mutilation, and the lives of two contemporary African women leaders. Readings, including historical studies and novels, songs, and art, will be drawn from across the cultures and languages of Africa. Cross-listed as AFTS 320, HIST 374 and WGST 374.	Constanze Weise	Interdisciplinary	Spring 2013
WGST	377	**Consumerism, Nationalism and Gender**	*SCON*	This reading seminar examines the development of consumerism and nationalism in Europe and America beginning in the late 18th century and continuing on into the post-WWII era, from American Revolutionary boycotts to French fast food establishments. We will look for overlaps or polarities between the movements and the way gender interacted with both of them. Students may be surprised at the gendered aspects of both movements. We will consider, for example, the historical development of the image of women loving to shop, and we will study propaganda from the two world wars with men in uniform and women on the "home front." Our readings will include both promoters and critics of each movement. Cross-listed as HIST 337 and WGST 377.	Regina Sweeney	Interdisciplinary	Spring 2014 Fall 2011
WGST	400	**Senior Seminar in Women's and Gender Studies**	*SCON*	All topics will draw upon the knowledge of the history and theories of feminism and will be interdisciplinary in nature.	Amy Farrell	Interdisciplinary	Fall 2011
WRPG	211	**Writing About Natural History**	*SINV*	This course is designed to improve your skills as a writer of expository prose by emphasizing the genre of nature writing. We will concentrate on a variety of writing problems and techniques, emphasizing specific skills necessary to a wide range of writing tasks: description, summary, narration, argumentation, analysis, and interpretation. In all cases, our focus will be on the natural world and human connections to that world. Discussions of essay reading assignments will be supplemented by workshop sessions and individual tutorials. Students will have the opportunity to critique work by their classmates and to compare their own essays to works by nature writers of the past two centuries. The course aims to concentrate your attention on the precise stylistic details that lead to effective writing. Cross-listed as ENGL 212 and WRPG 211.	B. Ashton Nichols	1	Fall 2014 Fall 2012