

## Dickinson College | Sustainability Courses | Fall 2014

Listed here are Sustainability designated courses offered Fall 2014 that explore social, economic and environmental dimensions of sustainability challenges and solutions. The courses vary in the degree to which sustainability is a focus of study and are classified into two categories. Sustainability Investigations courses, identified by the label SINV, engage students in a deep and focused study of problems with sustainability as a major emphasis of the course. Sustainability Connections courses, identified by the label SCON, engage students in making connections between the main topic of the course and sustainability. Sustainability is related to but is not a major focus of SCON courses. In Fall 2014, 33 Sustainability Connections and 26 Sustainability Investigation courses are offered by 25 different departments.

DEPT	COURSE #	TITLE	DESIGNATION	DESCRIPTION	INSTRUCTOR	DIVISION
ANTH	100	<b>Introduction to Biological Anthropology</b>	SCON	This course provides a comprehensive introduction to the field of biological anthropology. We will examine the development of evolutionary theory. We will then apply evolutionary theory to understand principles of inheritance, familial and population genetics in humans, human biological diversity and adaptations to different environments, behavioral and ecological diversity in nonhuman primates, and the analysis of the human skeleton and fossil record to understand the origin and evolution of the human family.	Karen Weinstein	2
ANTH	101	<b>Anthropology for the 21st Century</b>	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
ANTH	110	<b>Archaeology and World Prehistory</b>	SCON	Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world. Cross-listed as ANTH 110 and ARCH 110.	Maria Bruno	2
ANTH	214	<b>Ecological Anthropology</b>	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
ANTH	262	<b>South American Archaeology</b>	SCON	This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed as ANTH 262, ARCH 262 and LALC 262.	Maria Bruno	2
ANTH	229	<b>Principles of Human Variation and Adaptation</b>	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
ARCH	218	<b>Geographic Information Systems</b>	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	Interdisciplinary
ARCH	262	<b>South American Archaeology</b>	SCON	This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed as ANTH 262, ARCH 262 and LALC 262.	Maria Bruno	Interdisciplinary
ARCH	110	<b>Archaeology and World Prehistory</b>	SCON	Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world. Cross-listed as ANTH 110 and ARCH 110.	Maria Bruno	2

BIOL	126	<b>Infectious Disease vs. Immune Defense</b>	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
BIOL	129	<b>Changing Ocean Ecosystem w/Lab</b>	SINV	An introduction to the biology of marine communities, including salt marshes and mangroves, intertidal zones, reefs, and deep-sea vents, among others. For each community, the physical characteristics of the environment as well as the physiological adaptations of the resident species will be examined. We will also focus on how marine communities are changing in response to anthropogenic stresses in light of concepts such as diversity indexes, keystone species, and disturbance theory. Selected readings from the primary literature and the popular press are required. Laboratory projects will emphasize experimental design and hypothesis testing.	Michael Potthoff	3
BIOL	314	<b>Ecology w/ Lab</b>	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
BIOL	320	<b>Forest Ecology &amp; Applications</b>	SCON	An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. Three hours lecture and four hours laboratory each week. Cross-listed as BIOL 320 and ENST 340.	Brian Pedersen	3
BIOL	325	<b>Plant Physiology w/Lab</b>	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
BIOL	401	<b>Eurasian Invasion, The Columbian Exchange: Biology That Changed the World</b>	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
EASN	205	<b>Chinese Approaches to the Environment, Traditional to Contemporary</b>	SCON	This course explores how the Chinese view the environment, from literature 3,000 years ago, Daoist 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
EASN	206	<b>Looking Across the Pacific: Japanese and American Environmental History</b>	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
EASN	305	<b>Nature and the Environment in Japanese Literature and Film</b>	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
ECON	111	<b>Introduction to Microeconomics</b>	SCON	A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon consumer demand and upon the output and pricing decisions of business firms. The implications of actions taken by these decision-makers, operating within various market structures, upon the allocation of resources and the distribution of income are examined. Special attention is given to the sociopolitical environment within which economic decisions are made.	Nicky Tynan	2
ECON	222	<b>Environmental Economics</b>	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	2
ECON	288	<b>Contending Economic Perspectives</b>	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

ENGL	101	<b>American Nature Writing: Environment, Cultures, and Values</b>	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
ENGL	212	<b>Writing About Natural History</b>	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 WRP 211.	B. Ashton Nichols	1
ENST	111	<b>American Nature Writing: Environment, Cultures, and Values</b>	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
ENST	131	<b>Introduction to Environmental Science: Natural Ecosystems and Human Disruption</b>	SINV	An integrated, interdisciplinary study of natural environmental systems and human impact on them. Basic concepts of ecology, such as biogeochemical materials cycling, energy flow, biotic interactions, and ecosystem regulation will be examined and utilized to study natural resource management, population dynamics, loss of biodiversity, and environmental pollution. Field study, including measurement of parameters in natural aquatic and terrestrial systems, data analysis, and data interpretation will be emphasized.	Kristin Strock	2
ENST	151	<b>History of Environment</b>	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
ENST	214	<b>Ecological Anthropology</b>	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
ENST	218	<b>Geographic Information Systems</b>	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 Ciarocca	2
ENST	222	<b>Environmental Economics</b>	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	2

ENST	310	<b>Eurasian Invasion, The Columbian Exchange: Biology That Changed the World</b>	<i>SINV</i>	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
ENST	311	<b>Buddhism &amp; the Environment</b>	<i>SINV</i>	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
ENST	311	<b>Cities, Environment and Health</b>	<i>SINV</i>	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
ENST	311	<b>Environment and Society</b>	<i>SCON</i>	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
ENST	311	<b>Environment, Conflict and Peace</b>	<i>SCON</i>	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
ENST	311	<b>Environmental Activism</b>	<i>SINV</i>	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
ENST	311	<b>Food and American Environment</b>	<i>SINV</i>	This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross-listed as ENST 311 and HIST 211.	Emily Pawley	2
ENST	311	<b>Global Environmental Challenges and Governance</b>	<i>SINV</i>	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
ENST	311	<b>Looking Across the Pacific: Japanese and American Environmental History</b>	<i>SINV</i>	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

ENST	314	<b>Ecology w/Lab</b>	<i>SINV</i>	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
ENST	340	<b>Forest Ecology &amp; Applications</b>	<i>SCON</i>	An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. Three hours lecture and four hours laboratory each week. Cross-listed as BIOL 320 and ENST 340.	Brian Pedersen	3
ENST	406	<b>Understanding the Human Place in Nature: An Interdisciplinary Approach</b>	<i>SCON</i>	This seminar course explores in-depth the complex interactions between humans and the natural world through multiple and overlapping disciplines and viewpoints. We will reflect on what we mean by the environment and nature, and explore how these powerful concepts and understandings have evolved and been given significance through science, religion, philosophy, history, ethics, culture, politics, race and gender. The course engages critically with topics that lie at the heart of current environmental debates, and provides for understanding on issues ranging from wilderness and species protection and rainforest "destruction" to social justice, policy, planning and the commodification of the natural world. This course is designed to help us (re)evaluate our place in nature, comprehend the search for sustainability and guide our future endeavors. It is required for environmental studies and science students and highly recommended for those in all disciplines with an interest in living sustainability.	Michael Beevers	2
ERSC	141	<b>Planet Earth</b>	<i>SCON</i>	A study of plate tectonics with emphasis on ancient and modern geological processes associated with mountain building. The course builds knowledge through field and classroom studies of Appalachian geology, and by comparison of the Appalachians with active mountain belts in South America, Indonesia, and Asia. The course also develops a geologic understanding of the seismic and volcanic hazards associated with mountain building. The overall aim of the course is to illustrate the historical, predictive, and practical aspects of geologic principles and reasoning in scientific and societal contexts.	Pete Sak	3
ERSC	142	<b>Earth History</b>	<i>SCON</i>	A study of the origin and evolution of the Earth, continents, atmosphere, ocean, and life over 4.6 billion years of Earth history. Topics will include deep time; plate tectonics and mountain building; continental position, ocean circulation, and climate change; expansion of biodiversity from single cells to higher order plants and animals including the rise of humans; mass extinctions; the theory of evolution; and the influence of historic earth processes on the formation of mineral and energy resources. Labs and Field trips will test geological and paleontological hypotheses regarding the reconstruction and interpretation of ancient sedimentary environments and biomes in the local area. Three hours classroom and three hours laboratory a week. This course fulfills either the DIV III lab science or QR distribution requirement.	Marcus Key	3
ERSC	204	<b>Global Climate Change</b>	<i>SINV</i>	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
ERSC	218	<b>Geographic Information Systems</b>	<i>SINV</i>	Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed as ARCH 218, ENST 218 and ERSC 218.	Jim Ciarocca	3
ERSC	311	<b>Introduction to Soils</b>	<i>SCON</i>	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 their importance for agriculture, forensic science, and planet habitability.	Ben Edwards	3
FREN	236	<b>Introduction to Cultural Analysis</b>	<i>SCON</i>	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
FYSM	100	<b>First-Year Seminar: Science Fiction-Dystopian Visions</b>	<i>SINV</i>	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.	Ed Webb	Other
FYSM	100	<b>First-Year Seminar: Spirituality, Science and the Environmental Movement</b>	<i>SINV</i>	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

FYSM	100	<b>First-Year Seminar: Sustainability in German Culture</b>	<i>SINV</i>	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
FYSM	100	<b>First-Year Seminar: Culture and Environment in Upland Asia</b>	<i>SCON</i>	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
FYSM	100	<b>First-Year Seminar: Doing What We Should: How to Encourage Environmentally- Responsible Behavior</b>	<i>SCON</i>	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
FYSM	100	<b>First-Year Seminar: Local Production and Consumption</b>	<i>SINV</i>	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
FYSM	100	<b>First-Year Seminar: Speaking Out About Sustainability</b>	<i>SINV</i>	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
FYSM	100	<b>First-Year Seminar: Tropical Asia</b>	<i>SCON</i>	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
HIST	130	<b>Early Latin American History to 1800</b>	<i>SCON</i>	Survey 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
HIST	151	<b>History of Environment</b>	<i>SINV</i>	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
HIST	211	<b>Food and American Environment</b>	<i>SINV</i>	This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross-listed as ENST 311 and HIST 211.	Emily Pawley	2

HIST	211	<b>Looking Across the Pacific: Japanese and American Environmental History</b>	<i>SINV</i>	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
INBM	200	<b>Global Economy</b>	<i>SCON</i>	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
INBM	400	<b>Seminar in International Business Policy and Strategy</b>	<i>SCON</i>	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	Interdisciplinary
INST	170	<b>International Relations</b>	<i>SCON</i>	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	Interdisciplinary
INST	200	<b>Global Economy</b>	<i>SCON</i>	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
INST	277	<b>International Politics of the Middle East</b>	<i>SCON</i>	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
INST	290	<b>Environment, Conflict and Peace</b>	<i>SCON</i>	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
INST	290	<b>Global Environmental Challenges and Governance</b>	<i>SINV</i>	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
INST	290	<b>International Development</b>	<i>SCON</i>	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 settings, 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
INST	401	<b>Globalization, Sustainability and Security: Whole of Society</b>	<i>SNV</i>	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 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

JDST	316	<b>Jews and Food</b>	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	1
LALC	230	<b>Early Latin American History to 1800</b>	SCON	Survey of pre-Columbian 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
LALC	200	<b>Global Urban Poverty</b>	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
LALC	262	<b>South American Archaeology</b>	SCON	This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed as ANTH 262, ARCH 262 and LALC 262.	Maria Bruno	Interdisciplinary
LALC	390	<b>Human Rights in Contemporary Latin American Literature</b>	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
MEST	266	<b>International Politics of the Middle East</b>	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
PHIL	261	<b>Environmental Ethics</b>	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	1
PHYS	314	<b>Energy &amp; Environmental Physics</b>	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
POSC	170	<b>International Relations</b>	SCON	An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization. Cross-listed as INST 170 and POSC 170.	Craig Nation	Interdisciplinary
POSC	277	<b>International Politics of the Middle East</b>	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
PSYC	175	<b>Introduction to Community Psychology</b>	SCON	This course will provide an introduction to the field of community psychology--a field that focuses on persons-in-context and the ways that social issues, institutions, and 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
RELG	110	<b>Religion and Modern Culture</b>	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
RELG	311	<b>Buddhism &amp; the Environment</b>	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

RELG	316	<b>Jews and Food</b>	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	1
SOCI	230	<b>Global Urban Poverty</b>	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
SPAN	410	<b>Human Rights in Contemporary Latin American Literature</b>	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
SUST	330	<b>Global Environmental Challenges and Governance</b>	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
SUST	500	<b>Field Research on International Climate Change</b>	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
WRPG	211	<b>Writing About Natural History</b>	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