Dickinson

ACADEMIC BULLETIN

As of July 1, 2026

Production of this bulletin is under the direction of the Office of Academic Affairs. Information given here is correct as of July 1, 2026. Revisions and current information are made regularly and may be found on the Dickinson College Web site: http://www.dickinson.edu/bulletin.

Students entering the college in the academic year 2026-2027 should refer to this version of the Bulletin. The degree requirements which they must fulfill are listed on page 9.

The listing of a course or program in this bulletin does not constitute a guarantee or contract that the particular course or program will be offered during a given year.

Dickinson College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Other agencies accrediting or recognizing Dickinson are the University Senate of the United Methodist Church, the Pennsylvania Department of Education, and the American Chemical Society.

Dickinson College is a member of the Central Pennsylvania Consortium. The other members are Franklin & Marshall College and Gettysburg College.

Dickinson College is an intellectual and social community that values justice, free inquiry, diversity, and equal opportunity. It is a fundamental policy of the college to respect pluralism and to promote tolerance, civility, and mutual understanding within its community. The college does not discriminate on such bases as race, color, sex, political and religious beliefs, marital status, age, sexual orientation, National and ethnic origins, veteran's status or disability.

Table of Contents

Information About Dickinson College 5
Requirements for the Degree 9
Special Approaches to Study 17
Academic Policies and Procedures 24
Africana Studies 43
American Studies 56
Anthropology 60
Arabic 73
Archaeology 75
Art & Art History 89
Astronomy 107
Biochemistry & Molecular Biology 107
Biology 110
Chemistry 127
Chinese 133
Classical Studies 133
Community Studies 143
Computer Science 144
Creative Writing 156
Dance 158
Dance and Music 177
Data Analytics 177
Dickinson College's Ballet Certificate Program with Central Pennsylvania Youth Ballet 182
East Asian Studies 183
Economics 198
Educational Studies 209
English 215

Environmental Studies and Environmental Science 223
Ethics 240
Film and Media Studies 240
Finance 242
First-Year Seminars 245
Food Studies 246
French and Francophone Studies 249
Geographic Information Systems 262
Geosciences 262
German 273
Greek 283
Health Professions 283
Health Studies 286
Hebrew 290
History 290
Humanities 312
Interdisciplinary Studies 313
International Business & Management 315
International Studies 325
Internships 334
Italian and Italian Studies 336
Japanese 348
Journalism 348
Judaic Studies 349
Latin 358
Latin American, Latinx and Caribbean Studies 358
Law, Justice, and Society 372
Mathematics 376
Medieval & Early Modern Studies 383

Middle East Studies 389
Military Science 397
Music 400
Neuroscience 425
Philosophy 432
Physics and Astronomy 442
Political Science 454
Portuguese 471
Portuguese and Brazilian Studies 471
Pre-Engineering 475
Pre-Law 476
Psychology 478
Quantitative Economics 495
Religion 506
Russian 520
Science, Technology and Culture 533
Security Studies 533
Sexuality Studies 534
Sociology 534
Spanish and Portuguese Studies 544
Sustainability 557
Theatre & Dance 558
Women's, Gender and Sexuality Studies 577
Writing Program 595

Information About Dickinson College

ACCREDITATION

Dickinson College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Other agencies accrediting or recognizing Dickinson are the University Senate of the United Methodist Church, the Pennsylvania Department of Education, and the American Chemical Society.

Dickinson College is a member of the Central Pennsylvania Consortium. The other members are Franklin & Marshall College and Gettysburg College.

THE MISSION OF DICKINSON COLLEGE

Dickinson College was created explicitly for high purposes- to prepare young people, by means of a useful education in the liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society. Founded by Dr. Benjamin Rush, a signer of the Declaration of Independence, the college was chartered in 1783, just days after the conclusion of the American Revolution with the specific purpose of preparing the citizens and leaders who would ensure the success of the new democracy. The college was to offer a distinctively original form of American education - one that was rigorously rooted in the traditional liberal arts and was, at the same time, innovative, forward-looking and ultimately useful. It was a revolutionary education designed for a revolutionary age.

As we face the challenges and complexities of the 21st century, Dickinson continues to seek direction from this revolutionary heritage within a contemporary context. A Dickinson education prepares its graduates to become engaged citizens by incorporating a global vision that permeates the entire student experience, creating a community of inquiry that allows students to cross disciplinary boundaries and make new intellectual connections, and encouraging students to be enterprising and active by engaging their communities, the nation and the world.

Dickinson offers a liberal arts education that is distinctive in purpose and approach. Our founders intended Dickinson graduates to use their liberal arts education as a powerful agent of change to advance the progress of humankind. We expect no less today.

FACTS ABOUT THE COLLEGE

Character: A nationally recognized selective liberal-arts-college—private, coeducational, and residential

History: Founded by Benjamin Rush, the first college chartered in the newly-recognized United States of America in 1783. Named to honor John Dickinson, the penman of the American Revolution and a signer of the Constitution.

Location: Carlisle, a historic town in south central Pennsylvania; part of the metropolitan region of Harrisburg, the state capital (regional population 578,000)

Enrollment: 2,124 full-time undergraduate students, representing 47 states and territories plus the District of Columbia, and 51 foreign countries

Undergraduate Faculty: 284 faculty members; 93% of full-time faculty hold Ph.D.'s or the highest degree in their field

Undergraduate Student-Faculty Ratio: 8:1

Average Undergraduate Class Size: 17 students

Degrees Granted: Bachelor of Arts and Bachelor of Science (51 majors)

Study Abroad: Dickinson offers study-abroad options including 16 Dickinson-run global programs, 30 plus partner programs, Global Mosaics, summer offerings and winter and spring break trips tied to semester and yearlong courses; 63% of all Dickinson undergraduate students participate.

Undergraduate Financial Aid: In 2025-2026, Dickinson awarded $90 million in grants; 94% of students received merit or need-based awards

Undergraduate Retention: 94% of the Class of 2028 returned for their sophomore year; 82% of the Class of 2026 graduated in four years

Library Facilities: The Waidner-Spahr Library collection contains over 394,348 printed books (including government documents), 1,698,565 electronic book titles, 4,088 current serial titles with an additional 191,957 digital or electronic titles, over 205,229 digital or electronic audiovisual materials and 25,641 CDs, LPs, DVDs, and video cassettes. Librarians work actively with students to help them use collections to their fullest and to assist them in the research process.

Undergraduate Residential Facilities: Dickinson offers a wide variety of housing options, from traditional residence halls to small houses and apartments. Occupancies range from eight person suites to single rooms. All residence halls are co-educational. Most residential spaces house men and women side-by-side in separate rooms, and we do have a gender-neutral housing policy.

Small houses and apartments offer a variety of unique facilities for Dickinson students, typically in their junior and senior years. This ranges from row apartments and houses for three to eight students to larger apartment buildings with three, four, and five person apartments.

Special interest housing (SIH) gives students a unique opportunity to collaborate with other students by creating affinity communities with common goals and purpose. SIH creates the conditions for engaged citizenship and self-governance that enables self-directed living environments around a shared theme, issue or interest. The SIH program encourages group and individual social and intellectual development while simultaneously contributing to the intellectual and social life of the College.

Undergraduate Athletics: A member of the Centennial Conference (NCAA Division III); 11 men's and 12 women's varsity sports, plus club sports

Undergraduate Extracurricular Features: More than 141 clubs and activities, including music and drama groups, student publications, fraternities and sororities, and religious, political, special- interest, and community service organizations.

STATEMENT ON DIVERSITY

Dickinson is deeply committed to diversity. Twenty-six percent of the Fall 2025 entering cohort are domestic students of color and another seven percent are international students. In fall 2025, 225 international students from fifty-one countries were enrolled at

Dickinson. Sixteen percent of our undergraduate faculty members and eleven percent of our administrative and service staff are persons of color.

Diversity in Student Life: There are a number of student groups dedicated to the concerns of diversity and social justice. These include American Association of University Women (AAUW), Amnesty International, Anwar Bellydance, Asian and Asian-American Collective (AAAC), Black Student Union, Catholic Campus Ministry, Chinese Students and Scholars Association, Dickinson Christian Fellowship, Exiled Poetry Society, Womanist Collective, Finding Relationships Under Inspired Truth (FRUIT), French Club, German Club, Global Gastronomy Group, Her Campus, Hillel, Italian Club, JStreet U, Kpop Club, Latin American & Caribbean Club, Minority Association of Pre-Health Students (MAPS), Muslim Educational and Cultural Association, Portuguese Club, Russian Club, Spanish Club, Spectrum: Queer Student Union, Trendsetters, Vietnamese Students' Association, We Introduce Nations at Dickinson (WIND), Women in Business and others. In addition, there are a number of offices and centers that support the college's diversity efforts. The Popel Shaw Center for Race & Ethnicity is a resource open to the entire Dickinson community and charged with advancing Dickinson's commitment to broadening the understanding of - and building - a pluralistic society that promotes equality and integrity on the campus, in the community, and the world. The Women's & Gender Resource Center is a resource that builds gender education and equality into the life of the institution through space and community, resources and skills, and events and opportunities. The Center for Spirituality and Social Justice engages students in community service, encourages conversations on faith, meaning-making and purpose and is committed to exploring the social justice issues that interact with community, service and faith. The Milton B. Asbell Center for Jewish Life provides a central space for Jewish students to meet, socialize, celebrate the Sabbath and other Jewish holidays, take classes with visiting rabbis, and host interfaith dialogues with other religious groups on campus.

The Office of LGBTQ Services provides support for LGBTQ students and allies and enhances campus education to foster a more inclusive and safe environment for all individuals. In addition, one of the goals of the Office of Institutional Effectiveness & Inclusivity is to advance the college's mission to build and maintain a diverse and inclusive community committed to broadened educational opportunities within an atmosphere of respect for others.

Diversity in the Undergraduate Curriculum: The college's curriculum reflects a strong focus on issues of diversity defined in terms both of domestic and of global diversity. All

students at Dickinson are required to take at least one course in US Diversity in order to graduate. They must also complete one course in "Global Diversity" (the study of a culture other than that of the West) and become proficient in a foreign language. Dickinson's Community Studies Center also promotes diversity through fieldwork research projects that take Dickinson students into diverse cultures and environments within and outside the United States. Among the center's program are the American Mosaic, in which students devote an entire semester to community-oriented fieldwork, and the Global Mosaic, which extends fieldwork abroad. Overall, 58% of the Class of 2025 studied in a foreign country during their four years at Dickinson. Dickinson's global programs offer students the opportunity to study in Africa, Central America, and Asia as well as the traditional programs in Europe. In addition, Dickinson's grant from the Freeman Foundation established a new professorship in Asian law and culture that takes a leadership role in advancing Asian Studies and infusing Asian and comparative materials into course work in other departments.

Diversity in Academic Resources: Dickinson has devoted significant academic resources to diversity. The Waidner-Spahr library boasts one of the largest private collections of Asian Studies in the country, the Norman and Margaret Jacobs Collection. The collection includes over 20,000 volumes covering China, Japan, Korea, Vietnam, Thailand, India, and other Asian countries. The East Asian Studies Reading Room houses most of the library's East Asian language collections, which consists of monographs, journals and DVDs in Chinese and Japanese, as well as a small collection of Korean titles, including artifacts. The Trout Gallery possesses a substantial collection of African Art totaling slightly more than 600 pieces. The pieces represent a wide swath of Africa including Ethiopia, the Sepik River region, the Upper Volta, Burkina Fasso, Mali, Sudan, the Côte d'Ivoire, Angola, Tanzania, Ghana, Benin, and other countries within Africa. The collections include various cultural materials such as sculptures, textiles, baskets, pottery, masks, and archeological materials.

Requirements for the Degree

FOR STUDENTS MATRICULATING FALL 2026 THROUGH SPRING 2027

Dickinson offers a rich educational experience. Students learn key skills at the core of the liberal arts and sciences including inquiry and analysis, critical thinking, creativity, effective written and oral communication, information literacy, problem solving, and

integrative and applied learning. We also strive to make our students responsive to emerging new knowledge and the challenges of the day. Our curriculum places the liberal arts and sciences within a contemporary context.

Above all, our students acquire the ability to learn how to learn, to apply the multifaceted capacities engendered by a liberal arts and science education innovatively in a rapidly changing, complex world. Students enjoy independence to craft individual educational programs. They are encouraged to find their own voices and to develop a sense of purpose as learners and citizens. The ability to follow their own interests enhances students' intellectual curiosity and engagement, builds capacity for lifelong learning and inculcates a sense of accountability for decisions.

The academic program at Dickinson can be envisioned in terms of three dimensions. The first is composed of elements infused across the curriculum. These elements include critical thinking, and pedagogical approaches, such as active learning, research and internship possibilities or interdisciplinary work. Our faculty are innovative, providing a range of programming and pedagogy that enriches our students' learning.

The second dimension is constituted by an enviable set of majors, certificates, minors, and off-campus study options. Our requirement for a major concentration of study in one area ensures that each student engages in complex levels of intellectual examination and inquiry.

Finally, there is a third dimension of the curriculum made up of experiences which we believe are essential to a Dickinson liberal arts education for all students – our general requirements for the degree.

1. General requirements for the degree:

The requirements include an opportunity for students to focus on two specific skills: writing and quantitative reasoning. Regardless of the specific path one chooses, it is necessary to be able to write well. Therefore, we require two courses – the first-year seminar and writing in the discipline – where students can develop and refine their writing. Because quantitative information is all around us, students must develop the ability to critically evaluate that information so that they can make informed decisions.

First-year seminar: The First-Year Seminar introduces students to Dickinson as a "community of inquiry" by developing habits of mind essential to liberal learning. "Seminar" indicates that there will be discussion and interaction among students and

between students and their professor. Through the study of a compelling issue or broad topic chosen by their faculty member, students will develop skills in the areas of critical analysis, writing, and information literacy. All students are required to pass the First-Year Seminar with a D- or better in order to graduate, with the exception of transfer students who have taken an equivalent course, as determined by the Director of the Writing Program in consultation with the Subcommittee on Writing.
This course does not duplicate in content any other course in the curriculum and may not be used to fulfill any other graduation requirement.

Writing in the Discipline (WiD): The Writing in the Discipline course builds on the writing and information literacy skills learned in First-Year Seminar. Preferably completed in the major or other related field, a Writing in the Discipline Course (WiD) offers students direct instruction and practice in writing beyond the First-Year Seminar. Students will learn to (as approved by faculty December 2007):

- identify and demonstrate discipline-specific writing conventions;
- understand that writing is a recursive process and develop an effective writing process.

First-year seminars, senior seminars/theses/colloquium courses and independent study/research courses at the 500-level (i.e., 500: independent study; 550: independent research; 560: student-faculty collaborative research) are not eligible for a WiD designation.

Quantitative Reasoning Course (QR): Quantitative Reasoning courses teach students to effectively use, explore, analyze and communicate with numbers, data, and logical statements consistently throughout the course content. Both words are carefully chosen: "quantitative" suggests having to do with numbers and relations and logic, while "reasoning" refers to the creation and interpretation of arguments. Courses that focus on the analysis of and drawing of inductive inferences from quantitative data, as well as courses that concentrate on the formulation of deductive and analytical arguments, can satisfy this requirement.

2. Distribution Courses:

The challenges and opportunities facing our students require complex and sophisticated responses. Therefore, we require courses that introduce students to the special nature of inquiry in each of the four fundamental branches of the academic curriculum: the arts, the humanities, the social sciences, and the laboratory sciences.

Normally, the expectation is that distribution courses will be completed by the end of the sophomore year.

Arts: Courses that fulfill the arts requirement allow students to explore the nature of art, both past and present, as a distinct form of human communication. This occurs through the specific mediums of dance, film, music, theatre, visual arts, and creative writing.
NOTE: Two half-credits of performance studies or dance in the same instrument; four semesters of the same music ensemble; OR two half-credits of dance, one in Movement and one if the genre of their choosing will satisfy the requirement.

Humanities: Courses that fulfill the humanities requirement allow students to understand, explore, analyze and interpret the historical, cultural, and philosophical dimensions of human experience. This occurs through focused analysis of texts, narratives, rituals and/or other media as well as philosophical argumentation.

Social Sciences: Courses that fulfill the social sciences requirement allow students to explore the ways that human beings actively shape the social world, and social and/or cultural processes shape human experiences. This occurs through examining the social and/or cultural components of human experiences through analysis and interpretation of people, structures, ideas, and institutions.

Laboratory Science: Courses that fulfill the laboratory science requirement allow students to understand the natural processes that govern Earth and its inhabitants, as well as the universe. This occurs through systematic observations and experimentation, formation and verification of theories, and computational methods in a laboratory setting.

3. Cross-cultural studies:

The college requires three different types of course work to familiarize students with the ways in which the diversity of human cultures has shaped our world. In an interdependent world, students must be aware of the breadth of voices, perspectives, experiences, values, and cultures that constitute the rich tapestry of life and history.

Languages: Courses that fulfill the language requirement allow students to expand their horizons and reflect on their own worldview through the understanding of others as well as through a grasp of the complex relationship between language and culture. This occurs by obtaining intermediate level skills which will prepare them to be immersed in another

language and culture.
This includes languages not currently taught at Dickinson College, including American Sign Language. Fulfillment of this requirement may take the form of college-level courses for which credit is earned at Dickinson (or transferred from another institution) or through certification based on approved testing without the posting of college credit. Intermediate language courses for which credit is posted may not fulfill any other general or distribution requirements at the college, except the sustainability requirement. Students for whom English is not their native language, may be able to use English to fulfill this requirement. No exemptions of the language requirement will be provided.

U.S. Diversity: Courses that fulfill the U.S. diversity requirement allow students to explore the ways in which diversity has enriched and complicated people's lives by examining the intersections of two or more of the following categories of identity in the United States: race, ethnicity, gender, class, religion, sexual orientation, and/or disability. This occurs by considering people's lived experiences as members of dominant and subordinated groups, this course equips students to engage a complex, diverse United States.

Global Diversity: In the U.S., dominant intellectual and cultural traditions derive primarily from Europe. Courses that fulfill the global diversity requirement encourage students to examine societies and cultures that have been shaped predominantly by other historical traditions.

4. Sustainability:

Rapid climatic, environmental, social and economic changes present complex and interdependent challenges and opportunities for equitably and sustainably meeting the needs and improving the wellbeing of present and future generations. The causes and consequences of the changes, and responsibilities and capacities for responding, are widely but not equally shared. Students are required to take one course that explores questions about sustainability challenges and opportunities, drawing on the knowledge and approaches of the arts and humanities, social sciences and/or natural sciences. To fulfill this requirement, students must complete one course coded as either Sustainability Connections – SCON or Sustainability Investigation – SINV):

Sustainability Investigations courses engage students in deep and focused exploration of sustainability.

Sustainability Connections courses build competencies and knowledge in a field that is

relevant to understanding sustainability and apply them to a sustainability issue.

Important notes:

- It is the responsibility of the student to choose and satisfactorily complete courses that fulfill the requirements for graduation.
- All students must complete the general course requirements as described above. Be aware of the following restrictions:
- A single course may be used to fulfill a distribution requirement in only one of the four fundamental branches of the academic curriculum (the Arts, Humanities, Social Sciences, Laboratory Sciences).
- A single course that fulfills a distribution requirement and another requirement may be used to fulfill each requirement, but counts as only one of the 32 required for graduation. The following exception applies: A course that fulfills both the laboratory science and quantitative reasoning (QR) may fulfill only one or the other.
- Students must complete a major, the specific requirements for each are listed in the sections describing the courses of study.
- Only those students who have completed all requirements for the degree are eligible to participate in the Commencement ceremony each May.
- A student must pass 32 courses with a cumulative average of 2.00.
- A student must complete a minimum of 16 courses on campus; twelve courses must be completed on campus after the student has matriculated and has declared a major. The final four courses or six of the last eight courses immediately preceding graduation must be completed on campus. To be considered "on campus" a student must be registered for a numbered course at Dickinson and must be physically on the Dickinson campus for this course.

5. Major:

Students must complete all requirements for a major. Majors consist of 10 to 16 courses. *See the "Courses of Study" section below for the list of majors available to students.*

The major is normally selected during the spring of the student's sophomore year. The departments determine the student's acceptance as a major upon the basis of stated criteria. The department assigns the accepted student to an advisor, using the student's preference as one of the bases for assignment. A student must be accepted for a major field of concentration by the time they earn junior standing. A student who does not have a declaration of a major on file in the Registrar's Office by the end of the semester in which the sixteenth course (counting towards the degree) is completed may be required to

withdraw from the college.

The student may also elect a minor field of study which usually consists of six courses of academic work specified by the department offering the minor. If a student completes a minor in one or more fields of concentration, this fact will be noted on the permanent record when the degree is posted.

If a student intends to major in more than one department, approval must be secured from each department. This student must develop a program in consultation with both departments, and therefore must be advised jointly by a member from each department and must secure approval of both advisors. The same course may be counted for more than one major except for courses under the self-developed major program. However, a student will receive only one degree.

Students who wish at any time to change a major must be accepted by the new department in accordance with normal procedures for declaring a major.

ACADEMIC HONORS

Latin Honors: A student in any field who attains an average of 3.90 - 4.00 in the total program at Dickinson College shall be awarded the degree summa cum laude. A student who attains an average of 3.70 - 3.89 in the total program at Dickinson College shall be awarded the degree magna cum laude. A student who attains an average of 3.50 - 3.69 in the total program at Dickinson College shall be awarded the degree cum laude.

Academic Honorary Societies: The Pennsylvania Alpha chapter of Phi Beta Kappa was established at Dickinson College on April 13, 1887. Election to membership is the highest academic honor available to a Dickinson student. To be considered, a student must first satisfy specific criteria (GPA, total number of courses, number of Dickinson graded courses) set for each of the two elections held annually. For each class, the number of students considered does not exceed 10 percent of the total number graduating in the class. Student members are elected primarily on the basis of academic achievement, broad cultural interests, and good character.

Alpha Lambda Delta, chartered at Dickinson in 1989, is a national academic honor society for students who have high academic achievement during their first year in college.

The National Society of Leadership and Success was chartered at Dickinson in 2018. Sophomore students with a cumulative GPA of 3.0 or higher are eligible for nomination. Those who are inducted can reap the benefits of membership well beyond graduation, with access to scholarships and awards, job and internship placement resources, custom recommendations, professional communication training and an extensive nationwide network.

Additionally, the following honor societies recognize achievement in a specific field of study: Eta Sigma Phi (Classics), Phi Alpha Theta (History), Pi Delta Phi (French), Delta Phi Alpha (German), Pi Mu Epsilon (Mathematics), Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Sigma Beta Delta (International Honor Society in Business Management & Administration), Sigma Delta Pi (Spanish), Sigma Iota Rho (International Studies), Sigma Pi Sigma (Physics), Upsilon Pi Epsilon (Computer Science), Kappa Delta Pi (Education).

See Dean's List at Academic Policies and Procedures
See Honors in the Major at Special Approaches to Study and individual department majors.

COURSES OF STUDY

Students may elect either of two broad approaches to the curriculum: the Bachelor of Arts or the Bachelor of Science. General graduation requirements are the same in either case. Only those students with a major in one of the natural or mathematical sciences may choose the Bachelor of Science rather than Bachelor of Arts, but the requirements for the major are the same in either case. Regardless of the number or type of majors a student completes, each student earns only one degree. Students also study in some depth at least one disciplined approach to knowledge. Dickinson students, therefore, develop a concentration in a major. The arts and humanities provide 12 such concentrations; in the social sciences there are seven concentrations; the natural and mathematical sciences provide six. These 25 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by 22 interdisciplinary majors and six interdisciplinary certification programs.

Major fields of concentration offered are (those that also offer a minor are indicated with an asterisk): Africana Studies*, American Studies*, Anthropology*, Archaeology*, Art & Art History*, Biochemistry & Molecular Biology, Biology*, Chemistry*, Chinese*, Classical Studies*, Computer Science*, Dance*, Dance & Music, Data

Analytics, East Asian Studies, Economics*, Educational Studies*, English*, Environmental Science, Environmental Studies, Finance, French and Francophone Studies*, Geosciences*, German*, History*, International Business & Management, International Studies, Italian Studies, Japanese*, Judaic Studies*, Latin American, Latinx & Caribbean Studies*, Law, Justice and Society, Mathematics*, Medieval & Early Modern Studies*, Middle East Studies*, Music*, Neuroscience, Philosophy*, Physics*, Political Science*, Psychology*, Quantitative Economics, Religion*, Russian*, Sociology*, Spanish and Portuguese Studies*, Theatre Arts*, and Women's, Gender and Sexuality Studies*.

In addition, minors are offered in several areas for which we do not have a major. These are: Arabic, Astronomy, Creative Writing, Ethics, Film and Media Studies, Italian, Portuguese and Brazilian Studies, and Sexuality Studies.

Certificate programs can be completed in Food Studies, Health Studies, Security Studies, Army ROTC Global Preparedness, and Dickinson College's Ballet Certificate Program with Central Pennsylvania Youth Ballet.

Special Approaches to Study

Independent research and study, internships, special majors and tutorial study all encourage Dickinson students to pursue individual academic interests and allow students with the requisite ability and motivation to undertake more self-directed programs of study under faculty guidance. The following areas can be explored on the self-developed academic path.

- Tutorial study
- Independent study and research
- Student-faculty collaborative research
- Transcript notation (internship or research experience)
- Honors in the major
- Foreign language integration option
- Special majors

TUTORIAL STUDY, INDEPENDENT STUDY AND RESEARCH

The following options describe programs of tutorial study, independent study, and research possible in any academic area in which faculty have training and in which the student has the approval of the appropriate department or coordinating faculty committee. These general guidelines may vary among individual programs.

Tutorial Study: Tutorial study is occasionally approved for students who, by agreement with the instructor, need to take a course listed in the bulletin on a one-to-one or limited enrollment basis. Such a need might be justified in the case of a course which is offered only on an alternate year basis or at some other frequency which would not allow for the completion of the student's program. Approved tutorial studies are added during the schedule adjustment period in the Registrar's Office.

Independent Study and Research for First-Year Students**:** First-year students who, on the basis of advanced placement, have qualified for credit in an introductory course (except foreign language courses below 230 and such other courses as may be designated by the departments) and desire to work more extensively at the survey or principles level of a discipline may enroll for a tutorially directed course or half-course in independent study within the same body of knowledge.

A first-year student who wishes to take a second independent study, or a course of independent study or research on terms available to sophomores, juniors, and seniors, must petition the Subcommittee on Academic Standards, with supporting statements from the academic advisor and proposed supervisory instructor.

Independent Study for Sophomores, Juniors and Seniors: Independent studies allow a student to pursue an academic interest outside the listed course offerings. The study may include experimental work and reading and may culminate in several short papers, a single paper, or any other project acceptable to the supervising faculty member and the student. The work may be supervised by one or several instructors from one or several departments. Such interdepartmental studies must be approved beforehand by the Subcommittee on Academic Standards. Sophomores may undertake one independent study or research course and may, with the support of the student's academic advisor, petition the Subcommittee on Academic Standards for permission to take two independent studies or independent research courses in one semester. Juniors and seniors may undertake two such courses without special approval and may petition the Subcommittee on Academic Standards for additional independent study or research courses. In addition, the student must have a cumulative average of 2.00 or the permission of the Subcommittee on Academic Standards.

Independent Research for Sophomores, Juniors and Seniors: Independent research allows a student to pursue an academic interest beyond the listed course offerings. The project should be designed as original research and practice in presenting the results of an investigation. This pursuit must culminate in the student's own contribution to a discipline, whether in the form of fully-supported conclusions or in the form of a creative effort. Students may initiate a research project independently or in consultation with supervising faculty from one or several departments. The final project must be presented to the advising faculty no later than two weeks prior to the end of the evaluation period. The program may be elected for a maximum credit of four full courses. Programs of independent research involving more than two such courses per semester must be approved by the Subcommittee on Academic Standards.

STUDENT-FACULTY COLLABORATIVE RESEARCH

Student-faculty collaborative research allows a student to conduct original research in close partnership with faculty collaborator(s). The project should be designed as an investigation yielding novel results that contribute to the area of study. With the faculty collaborator(s), students will develop the project and participate in all aspects of the research. It is expected that the faculty member will work closely with the student for at least half of the time the student is pursuing the research. The final project must be presented to the faculty collaborator(s) no later than one week prior to the end of the evaluation period. The course will typically earn one half or one full course credit per semester.

ACADEMIC INTERNSHIP & RESEARCH PROGRAM

The following options describe the 0.25 credit programs for registered internship and research experiences. If students have questions about the options, they should contact the Center for Career Development.

- Internship Notation Program (INP): Through reflective exercises, assessments, and feedback, students address program goals related to self-assessment, self- directed learning, values integration, career exploration and professional development. The INP is available to matriculated students in any class year or major who have secured an eligible internship experience. The program runs in the fall, spring, or summer terms. Several majors and certificate programs allow or require the INP to fulfill a requirement. Students receive 0.25 credit upon successful completion of the internship and INP components through the INTR 7xx course number. Arrangements for the

internship and INP registration must be coordinated at the beginning of the experience; retroactive credit is not granted.

- Research Experience (REXP): The Research Experience Program is intended to provide formal documentation of scholarly research experiences that take place under the supervision of a professional researcher at Dickinson or at another institution. The principal activity and focus of the research experience is original investigation designed to create new knowledge in a recognized field of inquiry. Examples include student-faculty research with a Dickinson faculty member (on campus or at a field site), or participation in a summer research project at another research organization (typically a college or university, private research foundation, or research and development division of a corporation). Upon successful completion of a research experience and the REXP course, 0.25 credit is placed on the official transcript through the REXP 7xx course number.

HONORS IN THE MAJOR

Honors in the major are conferred at graduation upon students who meet the departmental standards for graduation with honors. Every department is responsible for specifying and communicating what the standards are. Every department is also responsible for specifying and communicating the procedures. These would include but are not limited to eligibility criteria, the nature of and submission process for an honors proposal, a calendar for conducting and completing the project, and how the project will be evaluated. The nature of the project may vary depending upon the field and the goals of the student. It is a normal expectation that an honor's project would conclude in an evaluated oral presentation, performance, or critique. Departments are responsible for approving the professor/advisor to each honors project. In departments where the senior capstone experience (e.g., a seminar paper) is considered a potential project for honors, the seminar professor may serve as the advisor. Granting of honors will be based on a vote of the department. If, in the judgment of the department, a candidate meets the standards for graduation with honors, the designation will appear on the student's record (official transcript and diploma). Consult the web page of the academic program and/or program contact person to clarify the procedure. For specifications regarding format for the honors thesis see the Library Services web pages.

FOREIGN LANGUAGE INTEGRATION OPTION

A number of courses are designated each semester as carrying the foreign language integration option. These are courses in which students who wish to try their language skills in courses outside the language departments can choose to do some work in the

designated foreign language. The amount and type of language work involved (readings from articles, newspapers or books and/or some paper writing) is determined by the professor in conjunction with the student. Foreign language work is tailored to meet the needs and language level of the individual student. Typically, work in a foreign language is substituted for English language materials, so as not to constitute an added responsibility. Successful completion of the foreign language integration option is noted on a student's transcript, thus certifying the student has had extra training in the language. This option is entirely voluntary. Students who register for courses with this option are not required to do work in a foreign language and may take the courses on the regular basis. Evaluation of the foreign language integration work does not affect the student's grade in the course.

SPECIAL MAJORS

Tutorial Departmental Major: Some departments may approve superior students as tutorial majors. Such a program differs from independent studies and research in several ways. For one, the student is guided in a program in the component areas of an entire discipline for approximately two years. That program's balance is ensured by prior departmental approval. Secondly, the student is free to take regular courses in the student's major discipline with the approval of the tutor. Normally, the student will receive a letter grade for a 600 series course, but the Pass/Fail option is also available under the same restrictions as in standard courses.

The student meets on a regular basis with a tutor to discuss essays and readings dealing with particular problems posed by the tutor. Finally, the student sits for a comprehensive examination, both written and oral, administered by a committee composed of the department and one person outside the department. Normally, at least one-quarter of the student's final semester is given over to preparation for these examinations. One reexamination may be permitted within the calendar year. Students will be graded on the examination as having passed, failed, or passed with honors in the major. Approved students may register for up to four courses per semester under the tutorial rubric.

The Self-Developed Interdisciplinary Major: Students, after completion of one semester of study at Dickinson (2nd semester of first year), who believe their academic goals cannot be met by the current 25 disciplinary and 20 interdisciplinary majors, 8 stand-alone minors, 6 certificates and use of electives, may make a proposal for a self-developed major.

A proposal for a self-developed major must be:

- in a coherent area of study
- relevant to the liberal arts and
- not substantially addressed by any existing programmatic options at the college (major/minor/certificate)

Pursuing a self-developed major is a rigorous and time-intensive process. The Academic Program and Standards Committee (APSC) reminds students and faculty that self-developed majors:

- will meet the same rigorous review as any new or revised major at the college
- are expected to have the structure of an existing major: learning goals, hierarchy, depth, senior capstone
- have at least 10 and no more than 16 courses and at least half of the courses completed in residence (i.e., either Carlisle or Dickinson course on a Dickinson program)
- must include courses taught by at least two different faculty members and
- will be the student's only major since such a proposed course of study when approved acknowledges that the student is released from the structure of a major offered at the college.

Early on, a student interested in a self-developed major will identify four (4) faculty members who will serve as the core faculty members for the self-developed major. These faculty should have expertise and/or research experience relevant to the proposed self-developed major field of learning. One of these faculty members will be the student's primary advisor.

Once the proposal is finalized, the student will submit the completed self-developed major proposal form, the completed and signed statement from the faculty committee via email to the Academic Program and Standards Committee for approval. *Deadline for submission to APSC is the last day of classes of the first semester of the Sophomore year. Late proposals will not be accepted.*

If approved by the Academic Program and Standards Committee, the student will work with the primary advisor from The Core Faculty Committee. The student is expected to complete the program as proposed and approved. Should changes become necessary, the student will submit a request for change of the approved program, along with written support from the primary advisor.

Upon the completion of every semester, the student will submit to the Academic Program

and Standards Committee (with a copy to the primary advisor) an evaluation statement of progress and commitment to the major as a whole, experience in individual courses, and work with the primary advisor. The primary advisor submits to the Academic Program and Standards Committee, and to the student, an evaluation describing the student's progress, achievement, and commitment.

At the conclusion of the student's work, the transcript describes the major as follows: Self-Developed Major: [Title]

Academic Policies and Procedures

INFORMATION FOR STUDENTS WHO ARE ENROLLED FOR A DICKINSON DEGREE

ENROLLMENT AND COURSE REQUEST

First-Year seminars are assigned on the basis of a preference questionnaire submitted by the student during the summer. New students plan their course schedules in the summer prior to arriving on campus. Students will meet with an assigned faculty advisor during the orientation period of their first semester to discuss the schedule and the student's long-term academic goals. During each subsequent semester, students plan their course schedules with their advisor during the advising period which precedes registration. The course request period for spring semester occurs in late October/early November; the course request period for fall semester occurs in late March/early April. First-Year and sophomore students must meet with their advisors each semester for an advising session at which time they will receive an alternate PIN to be used during the course request period.

CALENDAR

Courses are offered in two semesters, each totaling 15 weeks (including classes, a brief reading period, and final examinations). The fall semester begins in late August and concludes prior to the holidays. Students have a reading period after the end of classes in which to take stock of their work for the semester and prepare for the final examinations and papers which are scheduled at special times during the subsequent week. Spring semester begins near the end of January and runs through mid-May, following a similar pattern.

CLASS SIZE

First-year seminars, all foreign language classes, courses on writing, and most upper-class seminars have class enrollments of approximately 15 students. A typical introductory course enrolls 35 students, most intermediate-level courses have 25 to 30 students, and 300-level courses usually enroll 25 students. Most introductory science course lectures enroll classes of 36 to 48 students, with accompanying laboratories for these courses conducted in sections of 18 to 24; others using a "workshop" approach meet for two hours of integrated lecture and lab for 20 to 25 students, three times a week. Advanced science classes and labs are usually under 25. Maximum class sizes are established in order to provide students with adequate opportunities to interact with their professors and with other students. As a result, students do not always gain access to their first choice of

courses during a given course request period, and some majors are more difficult than others to initiate. Consistent with the college's commitment to overall balance, however, every effort is made to anticipate such problems and when necessary to open new course sections.

COURSE LOAD AND CREDIT

Each course, unless otherwise noted in the course description, is equivalent to four semester hours. Credit for courses is based on the assumption that at least three hours of study accompany each class period (excluding labs). Half courses exist in only a few departments and may meet either for only half the semester or on a half-time basis for the entire semester. Some military science courses carry no academic course credit.

A normal schedule is four courses each semester (the equivalent of 16 credit hours); a student who carries three courses (the equivalent of 12 credit hours) is considered full time. A student who wishes to carry fewer than three courses must receive permission to be part-time from the Registrar. A student's full or part-time status is determined at the end of the add/drop period. A student may register for up to 4.5 course credits without special permission each semester. After successfully completing the first semester, a student may register twice for a semester load of five course credits during their Dickinson career; registration for a fifth course may be completed only during the Add/Drop period.

COURSE SCHEDULE

Students are responsible for selecting the courses in which they enroll and for the election of courses which will satisfy the requirements for graduation. Students who, as of the end of the spring semester, have six or fewer credits remaining to complete all graduation requirements (i.e., 32 credits, as well as major and graduation course requirements) are permitted to participate in the May commencement ceremony each year. Eligible students will be notified early in the spring semester, and they must inform the Registrar’s Office of their intention to participate by a date determined by the President’s Office and the Associate Registrar (typically mid-April). Participation in commencement is ceremonial only. Diplomas and transcripts will only be released after all requirements are completed and will indicate the actual degree conferral date.

Students enroll in four courses each semester. Normally, a course meets three times a week for 50 minutes or twice a week for 75 minutes; some upper class seminars meet just once during the week for three hours. Some natural and mathematical science courses meet in two-hour lecture and laboratory workshops several times a week or schedule advanced laboratories or field trips in single afternoon blocks. This variety in the weekly schedule provides class times suited to differing teaching methods and to the requirements of specific subjects. For example, brief but frequent meetings are often the best way to

learn information, practice a skill, or discuss a series of related issues. Sometimes extended workshop sessions serve well the rhythms of a course that requires room to develop an idea or explore a problem or acquire a technique.

CHANGES IN COURSE SCHEDULES

Students may make changes in their course registration during the first five days of the semester, referred to as the add/drop period. No change in registration is official until the student has made the change using the on-line registration system or confirmed the change in the Registrar's Office. Starting a course after the first few days of classes is usually not advisable. Students are expected to be properly registered for courses and in residence beginning on the first day of the semester. Students who fail to do so by the end of the add/drop period will be administratively withdrawn. Changes to or from the pass/fail option and in the use of the audit status require the instructor's permission. It is the responsibility of the student to obtain the instructor's signature on a form and return that form to the Registrar's Office before the end of the add/drop period.

CHANGES IN COURSE LEVEL

Certain courses in the languages are offered at several levels. Students who find themselves enrolled at an inappropriate level in these courses may change level with the approval of the instructor during an additional period. (See college calendar for exact date.)

AUDITING COURSES

A student may attend a course without credit by registering to audit the course. The permission of the instructor is required. Audit registration occurs during the add/drop period. A student who has received credit for a course may retake the same course on an audit basis. Students who are enrolled for three or more courses may audit without an additional fee. The instructor stipulates the requirements of the course for all auditors early in the semester. Courses taken as audits do not appear on a student's transcript unless the instructor authorizes such an entry at the end of the semester.

LATE CHANGES IN COURSE SCHEDULE

Add/drop and change-in-level deadlines are significant points in the semester beyond which any change in schedule affects academic performance. Students who wish to add/drop a course or make a change in the level of their registration after these deadlines must make their request by petitioning the Subcommittee on Academic Standards. If a late drop is approved, the course will be removed from the student's record. If a late drop results in a change from full-time to part-time status (fewer than 3 courses) the student must have approval to be part-time.

WITHDRAWAL FROM A COURSE WITH A "W" GRADE

A student may withdraw from a course until 4:00 PM eleven college business days before the first Reading Day. The option to withdraw from a course and the use of "W" grades without prior review and approval by the Subcommittee on Academic Standards is limited to two courses during a student's Dickinson career. Course withdrawal is accomplished by completing the Course Withdrawal Form and submitting to the Registrar's Office by the deadline. A request for a course withdrawal after 4:00 PM eleven college business days before the first Reading Day or for more than the allotted two courses will require a petition to the Subcommittee on Academic Standards for an Exception to Academic Policy or Deadline (See Student Petition information for detailed instructions).

Students may petition the Subcommittee on Academic Standards to withdraw from a course for health reasons. (To do so, students will complete the Request for a Withdrawal for Health Reasons.) If granted, a grade of "W" will be posted to the student's record, but will not count as one of the two withdrawals mentioned above.

Any authorized course withdrawal will be indicated by the entry of a "W" grade in the student's record (NOTE: Students cannot use a course withdrawal for first-year seminar courses.). A course withdrawal for any reason does not affect a student's full-time status but is considered a course attempted, but not completed and may affect a student's satisfactory quantitative progress toward the degree (see Academic Expectations Section below).

GRADING

Professors evaluate student achievement by the traditional means of written comments on papers and exams as well as by assigning letter grades. They are also available to students for individual conferences, to answer questions or discuss complaints, and just to talk further about some important matter raised in class. Faculty report an evaluation of student performance twice each semester. At mid-semester (Roll Call), the following grades are reported for all students: "S" indicating satisfactory achievement to date (normally, work of "C" quality or above), "U" indicating unsatisfactory achievement (normally, work of "C-" or below) and "I" indicating incomplete work outstanding. These roll call grades are available to students via the college website and are sent to advisors and serve as a useful benchmark for progress; however, they do not become part of the student's permanent record. At the end of each semester final grades are reported which become part of the student's permanent record. Once a grade has been reported to the Registrar's Office, it may not be changed unless the change has been requested by the instructor and approved by the Registrar’s Office. Students who think that a final grade may be inaccurate should begin by contacting the professor as soon as possible. If the professor confirms that a calculation or data entry error has occurred, the professor will submit a grade change request to the Registrar’s Office. This request must be submitted

no later than Roll Call of the subsequent semester.

Students who, after requesting and receiving from the faculty member a detailed explanation of a grade, think that an assigned grade represents unfair or capricious grading should contact the department chair who will investigate the charge and report findings to the Provost/Dean of the College for further action.

Most coursework, independent study, and independent research work are graded on an A through F grading scale incorporating pluses and minuses. A student's cumulative average is based on letter grades received in Dickinson courses and at other colleges in the Central Pennsylvania Consortium (Franklin and Marshall and Gettysburg). Two other grading options, pass/fail and credit/no credit, exist and are explained below.

A through F Grading
All courses are offered for a letter grade unless otherwise listed in the bulletin or in the course offerings online. The letter grades reflect the achievement of Dickinson students in the following manner: A, exceptionally high level of achievement; B, substantial level of achievement; C, satisfactory level of achievement, the minimum average grade required for graduation; D, minimal level of achievement required to receive course credit; F, unacceptable level of achievement. Plus (+) and minus (-) are gradations of the letter grade scale.

A student's cumulative average is based on the numerical value assigned to letter grades:

A 4.00
A- 3.67
B+ 3.33
B 3.00
B- 2.67
C+ 2.33
C 2.00
C- 1.67
D+ 1.33
D 1.00
D- 0.67
F 0.00

Pass/Fail Grading
The pass/fail grading system in courses for academic credit is an option intended to encourage students to venture into new intellectual fields. This option is available on a limited basis to students after the first semester of their freshman year.

Under this system, "pass" is defined as work of a quality earning a grade of at least "C" and "fail" is defined as work of a quality earning a grade of "C-" or below unless the instructor indicates a different criterion for the grade of "pass." Pass/fail grades do not calculate into the gpa. Taking a course on the pass/fail basis requires approval of the instructor. It is the responsibility of each individual instructor to indicate at the beginning of the course the standards for passing and failing work in that course. Some departments may prohibit use of the pass/fail option in specific courses. Pass/fail work should not be included among courses taken for the major or minor or certificate program requirements, or, to satisfy any specific graduation requirement.

Courses taught on the credit/no credit system may not be taken on a pass/fail basis. Students may elect to take no more than one course on a pass/fail basis each semester and no more than a total of four pass/fail courses among the 32 required for graduation. Changes to or from a pass/fail grading basis must be made during the add/drop period.

Courses offered only as pass/fail (i.e., when the student has no option to take as a regularly graded course) are not included in the four course limit referenced above.

Credit/No Credit Grading

Credit/no credit grading, in contrast to the pass/fail system, is not the student's option. Each semester a few courses are offered on the credit/no credit basis at the request of the instructors and with the approval of the Subcommittee on Academic Standards. All students registering for a course offered for credit/no credit will be evaluated on that basis. Mastery of the course's objectives is considered a satisfactory completion of the course and results in a grade of "credit." Failure in the course results in a grade of "no credit." Normally, internships are offered on a credit/no credit basis. As with the pass/fail system, neither grade results in a change to the student's cumulative average. The option to enroll in credit/no credit courses is open to all students including first-semester first-year students (except internships, normally limited to juniors and seniors) with no maximum number of credit/no credit enrollments.

Incomplete Grades

A grade of "incomplete" may be reported only in cases in which acute health-related incidents or other serious emergency has prevented the student from completing the work for the marking period. Students should have completed approximately 75% of the coursework up to the time the incomplete request is first submitted and be passing the class for an incomplete to be submitted. No incomplete is in effect until a form has been filed with the Registrar that states the reasons under which it has been granted, contains an evaluation of the student's work to the date of the incomplete, is signed by both student and instructor, and the Subcommittee on Academic Standards has approved the incomplete. An incomplete may not be reported because of negligence or procrastination on the part of the student, and all incompletes are reviewed by the Subcommittee on Academic Standards. Students must provide documentation verifying the reason for the

incomplete. Coursework must be submitted by the end of the add/drop period of the following semester and the final grade must be submitted to the Registrar's Office one week later unless an exception is granted by the Subcommittee on Academic Standards. If an incomplete has not been cleared within stipulated time limits, the appropriate grade indicating a lack of satisfactory completion will be recorded. If the student is unable to complete any courses on time and earns either all grades of incomplete or a combination of incompletes and withdrawals, the college's usual practice is to implement a Leave of Absence.

Grades in Year Courses
Independent Study and Independent Research registered for year-long activity, as well as several senior seminars, may receive either a letter grade for the semester or an "S" grade with course credit. Upon completion of the second semester, the "S" grade will be converted to a letter grade along with the second semester's letter grade.

Course Failure
A letter grade of "F," a "fail" under the pass/fail system, or a "no credit" under the credit/no credit system are all evaluations expressing failure in a course. The letter grade of "F" reduces the semester and cumulative averages, while "fail" and "no credit" do not change the average. A failed course may be retaken for credit. In the case of letter-graded courses, both the original grade and the new grade are calculated in the average. All failing grades continue to appear on the student's academic record regardless of course repetition.

Contesting a Grade
The College protects students from capricious and/or prejudice in grading. Students have the right to request a written explanation of a grade in a course. Students need to compare the explanation to their own records to be sure there is no miscalculation or other discrepancy that would lead to the next step of a discussion to rectify the situation. Faculty are usually quick to request permission to change a grade that has been miscalculated.

Students who, after requesting and receiving from the faculty member a detailed explanation of a grade, think that an assigned grade represents unfair or capricious grading should contact the Department Chairperson who will investigate the charge and report findings to the Provost/Dean of the College for further action. Students may want to consult with their advisor prior to contacting the department chair.

REPEAT POLICY

Students may not repeat a course for which they have already posted credit. This applies to courses taken at Dickinson for which a grade of D- or above was earned, as well as equivalent course content taken at another institution and transferred to Dickinson.

CREDIT FOR COURSE WORK AT OTHER INSTITUTIONS

Course work submitted by transfer students is evaluated by the Associate Registrar after a preliminary and tentative appraisal has been performed by the admissions counselor. In general, coursework taken at accredited colleges or universities that parallels the curriculum at Dickinson is transferable provided grades of C (2.00 on a 4.00 scale) or better have been earned. College-level course work will be evaluated according to the following criteria: (1) must be listed on an official transcript of an accredited institution; (2) must be a minimum of 3 credit hours; (3) must indicate a grade of C or better (2.0 on a 4.0 scale); (4) must have liberal arts content; (5) online and hybrid courses must be preapproved by the corresponding academic department for specific departmental credit and by the Associate Registrar. Students actively enrolled at the college may not take non-Dickinson affiliated classes at another academic institution in the fall or spring semester. Correspondence courses and internships are not transferable. A maximum of 16 courses may be accepted for transfer. Transfer students must then complete the remaining 16 courses toward graduation on campus. Students admitted as transfer students to Dickinson College with 12 courses (2nd semester Sophomores) may count up to a year of study abroad on Dickinson or Partner Programs toward the residency requirement and students who transfer with 16 courses (1st semester Juniors) may count a semester of study abroad on Dickinson or Partner Programs toward the residency requirement. These students are allowed to bring in additional transfer credit (past the 16) as long as it is part of an approved Dickinson study abroad/study away semester and therefore will not affect the residency requirement.

Dickinson students who desire to study away from campus for summer study or during the academic year must obtain prior approval of the program of study. College-level course work will be evaluated according to the following criteria: (1) must be listed on an official transcript of an accredited institution; (2) must be a minimum of 3 credit hours; (3) must indicate a grade of C or better (2.0 on a 4.0 scale); (4) must have liberal arts content; (5) online and hybrid courses must be preapproved by the corresponding academic department for specific departmental credit and by the Associate Registrar. Students actively enrolled at the college may not take non-Dickinson affiliated classes at another academic institution in the fall or spring semester. Correspondence courses and internships are not transferrable. Students in good academic standing may receive up to a total of four transfer course credits for summer or January-term study at other approved institutions; they may be taken in a combination of one or more summers. Off-campus study during the academic year is normally limited to a maximum of four courses for one semester or eight courses for a full academic year.

Students enrolled at the college may not take non-Dickinson affiliated classes at another academic institution in fall or spring semester. Students on an approved leave of absence may take a maximum of two preapproved courses per term for transfer back to Dickinson.

Grades earned at another institution will not count in a student's cumulative grade point average. (Exceptions: Courses taken at a Central Pennsylvania Consortium College during a fall/spring semester.) Transfer credit counts as both attempted and completed credits.

In addition, off-campus study in the senior year, if it precludes a student from being on campus for six of the last eight courses, or the last four courses, preceding graduation, requires special approval from the Subcommittee on Academic Standards.

Special approval is required from the Global Education Advisory Council (GEAC) for participation in more than two semesters of study off campus or study abroad/study away during a student's final semester.

Final determination of credit and satisfaction of Dickinson distribution and language requirements will be determined by the Registrar. All courses intended to be considered for a major, minor or certificate program must receive additional approval and evaluation by the relevant academic department/program.

DEAN'S LIST

Full-time degree-seeking students who, in a given semester, earn a superior academic average are named to the Dean's List. Academic qualification for inclusion on the Dean's List requires that the student earns a 3.70 academic average for the semester, with no grades lower than a C- and no incomplete grades. A minimum of three courses must be completed for a grade, and the student must have a cumulative grade-point average greater than 2.00. Students with records in violation of the community standards or who engage in other behaviors that the dean judges inimical to the mission of the college *may be ineligible* for the Dean's List. Students who are on "suspension", "stayed suspension" and/or affiliated with organizations banned by the college are *typically ineligible* for the Dean's List.

PROGRESS TOWARD THE DEGREE

Normally, students complete either the B.A. or the B.S. degree programs in eight semesters by taking four courses per semester (15 weeks per semester). Students are expected to meet all requirements for graduation in effect at the time of their matriculation. In the event that the graduation requirements are changed, any reductions in requirements will be in effect for students enrolled at the time of the change; these students will not be obligated to meet additional requirements. Responsibility rests with the student for the election of such courses that will satisfy the requirements of the college for graduation. Students accepted as first-time students are permitted a maximum of twelve (12) semesters of full-time study in which to complete a Bachelor's degree at Dickinson College. The maximum degree completion timeframe equivalency will be pro-

rated for part-time and transfer students.

A minimum of 16 courses must be taken on the Dickinson campus. Students must be accepted for a major field of concentration by the time they earn junior standing. A student who does not have a major declaration form on file in the Registrar's Office by the end of the semester in which the sixteenth course (counting towards the degree) is completed may be required to withdraw from the college. Six of the last eight or the last four courses in a student's program must be taken on campus in order to fulfill the senior residence requirement. All course work taken at other institutions after admission as a degree candidate must have prior approval from the Registrar (for domestic study during summer school) or the Associate Provost of the College/Executive Director of the Center for Global Study and Engagement (for international study at any time during the year and domestic study for an academic semester). A student must be in good standing and obtain prior approval to study at another institution during the academic year. Approval for this status can be granted for one semester or one year. Students may transfer up to one full year of academic work (a total of 9 courses) if prior approval of the program has been obtained.

TRANSCRIPTS

The transcript is a reflection of a student's academic performance at an institution. It contains coursework that is officially recognized and integral to the academic program.

Academic Prizes and Awards, Dean's List and Phi Beta Kappa are included on the transcript when conferred. The following are added upon graduation: Degree Awarded (BA or BS) and date; Major(s); Minor(s); Certificate(s); Latin Honors, Departmental Honors.

Transcripts are considered official only if they are: 1) printed on secure paper with the official seal of the college as the watermark, signed by the Registrar and embossed with the raised seal, or 2) delivered as a digitally signed PDF through the National Student Clearinghouse.

ACADEMIC EXPECTATIONS

The faculty assumes that every student admitted to Dickinson will be able to qualify for graduation. However, the opportunity to continue at Dickinson is a privilege that a student must earn by academic achievement.

QUALITATIVE STANDARDS

All students must meet the minimum cumulative grade point average. First-year students

must earn at least a 1.75 cumulative grade point average (gpa) in order to be in good academic standing. All other students must earn at least a 2.00 cumulative gpa to be in good academic standing. In order to graduate, a senior must have a minimum cumulative gpa of 2.00.

At the end of every grading semester, the Subcommittee on Academic Standards reviews student records and applies these standards on a case-by-case basis. Students with a cumulative gpa which falls below the applicable minimum will be required to withdraw. Students may petition the Subcommittee on Academic Standards for immediate return on academic notice (see Appeal of Required Withdrawal for Academic Reasons).

Any students with a semester gpa of 0.00 will be required to withdraw even if their cumulative grade point average remains above a 1.75 (first-year students) or above a 2.00 (upperclass students). When upperclass students have a semester gpa below 2.00 for three consecutive semesters, they will be required to withdraw from the college, even if their cumulative grade point average remains above a 2.00.

A first-year student with a semester average below 1.75, and a cumulative gpa of 1.75 or above will receive a letter of warning. An upperclass student with a semester average below 2.00 and a cumulative gpa of 2.00 or above will receive a letter of warning.

QUANTITATIVE STANDARDS

Students must make satisfactory quantitative progress toward the completion of degree requirements. Quantitative progress is calculated by dividing the number of courses creditable toward graduation by the number of courses attempted. While not creditable toward graduation, courses with grades of W (withdrawal), I (Incomplete) and F or FA (failure) are calculated in the number of courses attempted. At the end of the spring grading period, the Subcommittee on Academic Standards reviews student records and applies these standards on a case-by-case basis.

Full-time students are normally expected to complete at least 4 courses each semester creditable towards graduation and to progress one grade level each year. A first-year student is anyone who has completed fewer than seven courses. A sophomore is anyone who has completed between seven and fourteen such courses. A junior is anyone who has completed between fifteen and twenty-two such courses. A senior is anyone who has completed more than twenty-three courses.

To meet the standard of satisfactory quantitative progress, students must have credit toward graduation for 60 percent of courses attempted.

Students who do not make satisfactory quantitative progress are placed on quantitative

academic notice. A student on quantitative academic notice is required to develop and maintain an academic plan that will achieve satisfactory quantitative progress.

Students on quantitative academic notice are at risk of being required to withdraw from the college. Normally, while on quantitative academic notice, earning a grade of F, or withdrawing from a course or courses, will result in required withdrawal from the college. This remains true even if the cumulative GPA is above the college minimum (1.75 for first-year students; 2.00 for all other students).

CHANGES IN STUDENT STATUS

LEAVES OF ABSENCE

Policy Statement: Occasionally, students may need to take a break from the college, but wish to maintain their status as enrolled students, eligible to return to active status without applying for readmission. Subject to compliance with the procedures set forth below, Dickinson College will grant qualifying students a leave of absence.

PROCEDURE

Requests for leave from the College are considered for a variety of reasons. These are the more common reasons, but they are not intended to be an exhaustive list:

- Health related
- Family circumstances (such as illness or death of a family member)
- Financial hardship
- Global educational opportunities not approved by Dickinson
- Academic performance (when affected by illness or family circumstances)
- Unique non-academic opportunities
- Other reasons such as volunteer work or taking time away from college to reassess one's educational goals

A request for a leave of absence is generally initiated by a student although there are certain circumstances under which the college will initiate leave procedures. Regardless of who initiates the process, the grant of a leave of absence will generally include conditions for return.

Student-Initiated Request for a Leave of Absence

A request for a leave of absence should be submitted before the beginning of the semester but no later than the last day of add/drop of the semester for which the leave is sought. Exceptions are routinely made mid-semester where the reason for the leave could not be

planned, such as in health or family emergencies.

Requests for a leave of absence should be submitted to the Associate Vice President for Student Life. The Associate Vice President for Student Life will serve as the point of contact for gathering information about the student's request and communicating the college's response. Requests related to the pursuit of full-time educational opportunities off campus should be directed to the Executive Director of the Center for Global Study and Engagement.

A request for a leave of absence should be submitted through an online form that will ask for the following information:

- a clear statement of the reason for the request
- sufficient facts supporting the reason
- an estimate, if one is available, of the duration of the leave

Granting a leave of absence is within the discretion of the College. In considering a student's request the Associate Vice President for Student Life will consult with the Executive Director of the Wellness Center and others as necessary. The college will conduct an individualized assessment of each leave request before making a formal decision. In most circumstances, a leave of absence will include conditions that must be met for the student's return. The determination of the conditions for return will be based upon an individualized assessment of the student's situation and the circumstances under which the leave is requested. Where the request for leave arises from health-related reasons, significant weight will be given to the documentation from the student's health care provider.

The desire to avoid low grades unrelated to health, family issues or other unavoidable circumstances is not the proper use of the leave of absence policy. Requests made on this basis will not be granted.

The deadline for a student-initiated leave of absence mid-semester is the same as the withdrawal deadline for the semester (eleven college business days before the first reading day of the semester). If a health or family emergency prevents a student from finishing courses on time after the deadline, they should, if possible, work with their professors on a plan for incompletes and consider a leave for the following semester.

College-Initiated Request for a Leave of Absence
In circumstances where a student's conduct seriously affects the health or well-being of any person, where physical safety is seriously threatened, or where the ability of the College to carry out its essential operations is seriously impaired, and the student does not request a leave of absence, the Associate Vice President for Student Life may initiate a

request that a student be placed on a leave of absence. All college-initiated requests will be sent to the Leave of Absence Committee for consideration, with a copy provided to the student. The Leave of Absence Committee includes the Assistant Vice President for Student Life or designee, the Associate Provost for Student Success or designee, and the Director of Student Support or designee, forming a committee of three administrators. The Student shall have an opportunity to present information to the Committee. The Committee shall conduct an individualized assessment of the circumstances and consider the information submitted by the student before reaching a decision and implementing any conditions for return. Significant weight will be given to any documentation from the student's health care provider that the student submits for the Committee's consideration.

In addition, if a student is unable to complete all courses on time (no credits earned when grades are due), the college's practice is to place the student on leave of absence.

Notification and Appeal
The student will be notified promptly of a decision upon any request for leave. The decision shall indicate whether leave is granted, the time period for any leave, and will identify, if applicable, any conditions for return. The student may appeal the decision to the Vice President and Dean for Student Life. The decision issued by the Vice President and Dean for Student Life is final.

When the request is student-initiated and the student is dissatisfied with the decision (including the conditions for return) or any decision on appeal, the student may decline the leave or may withdraw from the college. *See* **Withdrawal.**

When the request for leave is college-initiated, and the student is dissatisfied with the decision (including the conditions for return) or any decision on appeal, the student may withdraw from the college. *See* **Withdrawal.**

Duration & Conditions of the Leave
A leave of absence is granted for the remainder of a semester, a single semester or an academic year. When a student takes a leave of absence mid-semester, either the grade of "Withdrawal" (W) or "Incomplete" (I) will be recorded by the Registrar's Office for those courses in which the student is enrolled (incompletes are only possible after the 60% mark of the semester, with the support of the professor). Students eligible to utilize the grade of "Incomplete" should follow the instructions in the Academic Bulletin. *See* **Incomplete Grades**

A student on a leave of absence is completely separated from campus and may be on campus or at College-sponsored activities only with written permission from the Associate Vice President for Student Life. Generally, campus visits are limited to the handling of administrative matters related to the student's leave. Students on a leave of absence may enroll in online summer courses through Dickinson.

Students in good academic standing on leave of absence may take a maximum of two preapproved courses at another institution per term for transfer back to Dickinson. Courses should be approved in advance by using the Enrollment at Another Institution form through the Registrar's Office.

Please note that the College's policies for refunds and deposits are applicable when leaves of absence are granted during a semester.

At the end of the leave, students are expected to return to full-time study in Carlisle. Students may not study off campus (semester or academic year) directly following a leave of absence. (Students who feel that there is a compelling reason to study off-campus the semester directly following a leave of absence may petition the Global Education Advisory Committee.) Students may request an extension to the leave of absence prior to the expiration of the current leave by submitting a written request to the Associate Vice President for Student Life. Students who fail to return on time from a leave of absence or any extension of the leave will be withdrawn from the college. Normally, leaves of absence may continue for no longer than two semesters (with the exception of military leave, which could be up to four semesters) before students will be administratively withdrawn from the college. *See* **Withdrawal**.

NOTE: For loan repayment purposes, students on a leave of absence are considered withdrawn from Dickinson College. Federal Student Loans have a grace period before repayment of the loan must begin (six months for Direct Loans, nine months for Perkins Loans). Students who have not re-enrolled with at least a half-time course load by the end of the grace period must begin repaying their loans. The loans will revert to in-school status once students are re-enrolled with at least a half-time course load. Since the grace period has been used, however, the loans will go into immediate repayment once students are no longer enrolled. Students with Private Loans should consult with their lender concerning treatment of leaves of absence.

WITHDRAWAL

Withdrawal from the college, whether voluntary, required, or administrative, discontinues one's enrollment as a degree candidate. If a student withdraws from the college with disciplinary matters pending, whether social or academic in nature, the matter may proceed to disposition, at the sole discretion of the college. Under such circumstances, the student has all rights afforded under the policies of the college for such proceedings, including the right of participation. Any sanctions imposed, other than expulsion, shall be imposed should a student return to Dickinson College at a future date. A sanction of expulsion shall become effective immediately.

For those matters which did not proceed to disposition upon a student's withdrawal from Dickinson, should a student seek to be readmitted within one (1) calendar year of

withdrawal, the disposition of the disciplinary matter will proceed at the time application for readmission is made and before a decision on readmission is made by the college.

For those matters which did not proceed to disposition upon a student's withdrawal from Dickinson, no student shall be considered for readmission if one (1) calendar year or more has passed from the time of withdrawal. Note: See below for criteria for readmission.

Voluntary
A student may withdraw voluntarily at any time, with "W" grades being recorded for all registered courses if the withdrawal is made on or before the last day of classes. If withdrawal is made during the final examination period, earned grades will be recorded. Students are required to contact the Registrar's Office to obtain the appropriate forms and information and to schedule an exit interview. Note: See below for criteria for readmission.

Required
Dickinson College reserves the right, at any time, to require withdrawal from the college of any student whose academic performance or personal conduct on or off the college campus is, in the sole judgment of the college, unsatisfactory or detrimental to the best interests of the college. Students who do not meet the minimum qualitative and/or quantitative standards for their class are required to withdraw.

Appeal of Required Withdrawal for Academic Reasons
Normally, students must wait a full semester after required withdrawal before making reapplication. Students who wish to appeal for immediate reinstatement to active status must petition the Subcommittee on Academic Standards. To be eligible for appeal, the student (1) must submit a petition with the requisite information outlined below, and (2) have proven their ability to achieve the established required average. In this written petition, addressed to the Subcommittee and sent to asc@dickinson.edu, the student must include a candid assessment and reflection of the poor academic performance as well as a detailed plan to be implemented to improve academic performance to levels expected by the College should the student be permitted to return. The subcommittee considers students' assessments of their decisions and behavior along with relevant mitigating circumstances such as family hardship, serious situations beyond the student's control, or other unforeseen personal circumstances.

Upon review of the student's submission, the Subcommittee may deny the request for return and continue the required withdrawal, or may approve the student's return to active status on academic notice (see information regarding Academic Notice in Readmission section below) and require the implementation of some or all of the steps outlined in the student's plan as well as the following:

- active participation in the Steps to Academic Success Program for first-year and sophomore students if reinstated for spring semester.
- active participation in the Fall Bridge Program if reinstated for fall semester

A first-year student with a semester grade point average of 0.00 in the fall semester is not eligible to appeal for immediate return to active status in the spring semester.

Administrative
Students who fail to register by the end of add/drop and who do not inform the Registrar's Office of their plans will be administratively withdrawn. Such students may apply for readmission. Note: See below for criteria for readmission.

Suspension from the College
Sanctions for Violation(s) of the Academic Provisions of the Community Standards A student suspended from the college may not participate in classes or other college activities and may not be on College property (except by appointment, arranged in advance with the Provost/Dean of the College or the Dean of Students or one of their designees) for the period of time specified in the notice of suspension. Students will receive "W" grades for all registered courses when suspension takes effect during the semester. Suspension extending beyond the semester in which action is taken shall consist of units of full semesters. In no case shall the suspension terminate prior to the end of a semester. Courses taken at another institution during this period of suspension will not be accepted for transfer to Dickinson. Conditions for resuming active status on campus following suspension may be imposed by the College. See the *Community Standards and Procedures*.

Sanctions for Violation(s) of the Social Provisions of the Community Standards For the individual, exclusion from classes, activities of the College, from residence halls, and/or use of facilities or other property of the college for the period of time specified in the notice of suspension (except by appointment, arranged in advance with the Provost/Dean of the College or the Dean of Students or one of their designees). Students will receive "W" grades for all registered courses when suspension takes effect during the semester. Suspension extending beyond the semester in which action is taken shall consist of units of full semesters. In no case shall the suspension terminate prior to the end of a semester. Conditions for readmission may be specified. Courses taken at another institution during this period of suspension will not be accepted for transfer to Dickinson. Conditions for resuming active status on campus following suspension may be imposed by the college. See the *Community Standards and Procedures.*

Students who are separated from the college during any semester for disciplinary reasons, either social or academic, lose the opportunity to receive college credit for that semester.

READMISSION

Any formerly matriculated student who wishes to re-enroll must file a "Request for Application for Readmission." Students who attended another college while withdrawn from Dickinson must have the "Request for Certification for Students Seeking Readmission" completed by an Official at the prior college and submitted directly to the Registrar's Office via mail, e-mail or fax. Such applications should be submitted to the Registrar prior to May 15 for the fall semester and prior to November 15 for the spring semester. Normally, students must wait a full semester (not a summer session) after withdrawal from the college before making reapplication. Students who wish to reapply sooner must petition the Subcommittee on Academic Standards. When possible, the student's most recent academic advisor will be consulted as a part of the subcommittee's consideration of an application for readmission. The student's record while previously enrolled at Dickinson will be considered in the decision. A student who is readmitted must meet the requirements for the degree in effect at the time of readmission. Favorable action in readmission, either by an individual or a committee, does not necessarily constitute a guarantee of a space in the college. It is quite possible that a student applying for readmission might have fulfilled all requirements or conditions for readmission but still be denied access to the college for a particular semester or year because of space limitations.

A student whose average is below the minimum class standard at the time of withdrawal may be eligible to apply for readmission by attending an accredited institution for one semester (not a summer session) with a full program of study approved in advance by the Registrar and the Subcommittee on Academic Standards, attaining a minimum average of 2.25 in those courses, and having no grades lower than a C. Military service or satisfactory employment for at least one year may be substituted for a semester of academic work. All applications for readmission for students whose average is below the minimum class average will be considered by the Subcommittee on Academic Standards.

Academic Notice

As a condition of return to active status, students with a cumulative grade point average below the minimum for their class will be placed on academic notice. A minimum average will be established for the student in the returning semester. Normally, this average is set to be high enough that it will return the student to good academic standing at the end of the semester. All students on academic notice during fall or spring semester must enroll in four courses for a letter grade. Students on academic notice are determined to be making satisfactory progress for the purpose of receiving financial aid. A student who does not achieve the minimum required average will be required to withdraw from the college.

If the student was required to withdraw for non-academic reasons, the application process will normally include a clearance interview with a staff member from the Counseling

Center, as well as the possibility of additional documentation being required. Any conditions set forth by the college when the withdrawal became effective must be satisfied at the time of reapplication.

A student who is absent from the college for at least three (3) years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the Subcommittee on Academic Standards to have course credits toward graduation and cumulative grade point averages based only on work accomplished after the second matriculation. "Successful completion" will mean the attainment of at least a 2.00 average, or a higher required average, as stipulated by the committee.

Dismissal
A student required to withdraw for a second time for academic reasons is dismissed from the college without the privilege of readmission at any time.

Expulsion
A student who is expelled from the college does not have the privilege of readmission at any time.

INFORMATION FOR STUDENTS NOT ENROLLED FOR A DICKINSON DEGREE

A non-degree student may be part-time (fewer than three courses) or full-time (between three and four courses) depending on the circumstances of admission. This status can be changed only by agreement with the office that admitted the student.

Non-degree students who are attending Dickinson while enrolled in another institution must be in good academic standing at their home school and have the recommendation of the appropriate official responsible for approval of their program. It is the responsibility of such students to obtain all advice necessary regarding their course selections and various grading options from their home institution.

CONVERSION TO DEGREE STATUS

Non-degree students may apply to the Office of Admissions for degree status. If approved, all coursework completed at Dickinson will be accepted toward the degree, provided that the student has more than 12 courses remaining to graduate. At least 12 courses must be taken while enrolled for a degree and with an approved major field of concentration. A minimum of 16 courses must be taken at Dickinson. In general, coursework taken at accredited colleges or universities that parallels the curriculum at Dickinson is transferable provided grades of C (2.00 on a 4.00 scale) or better have been earned. In general, the student must meet all requirements for graduation in effect at the

time of acceptance.

ACADEMIC CONDUCT

The *Community Standards & Procedures* describe the standards for academic honesty at Dickinson College. The college statement on cheating and plagiarism can be found in this publication in the printed and online versions. See the *Community Standards and Procedures*.

Africana Studies

Learning Outcomes

Upon graduation from Dickinson, Africana Studies majors will be able to:

- define and apply major concepts, ideologies, and theories relevant to Africana studies, such as African agency/subjectivity;
- identify an appropriate Africana studies research topic, engage with relevant primary and secondary sources, and use applicable research methodologies to answer address the topic;
- evaluate issues relevant to the experiences of people of African descent, in Africa, or in the Diaspora, through a form of cultural immersion.

Major

11 courses and an Experiential Learning Component

AFST 100: Introduction to Africana Studies
AFST 200: Approaches to Africana Studies

Four Africana Studies approved courses, two in Africa and two in the Diaspora

Three courses in an area of concentration (e.g., with focus on Africa or the Diaspora)

AFST 400: Writing in Africana Studies

One elective, which focuses on topics relevant to Africana Studies, including courses which study race, diaspora, Latin America, colonialism, post-colonialism, etc.

Experiential Learning Component requires students to engage with the actual experiences of people of African descent, in Africa or in the Diaspora, whereby students understand and evaluate issues relevant to these communities through some form of cultural immersion, approved by the department. Examples include: Study Abroad, Service Learning Course, Mosaic Program, Internship, Independent Research.

Minor

Six (6) courses

Two (2) Required Courses
AFST 100: Introduction to Africana Studies
AFST 200: Approaches to Africana Studies

Four (4) Elective Courses
One (1) course focusing on Africa
One (1) course focusing on the African Diaspora
Two (2) 300-level Africana studies courses (Africa or Diaspora)

Suggested curricular flow through the major

First Year
AFST 100
AFST 200

Sophomore Year
Three courses to fulfill the 220/300 Africa/African Diaspora course requirement
Africana Studies Elective

Junior Year
One course to fulfill 220/300 Africa/Africana Diaspora course requirement
Two 300-level Africana Studies courses in an area of concentration (Africa or Diaspora)

Experiential Learning requirement

Senior Year
One 300-level Africana Studies course in an area of concentration (Africa or Diaspora)

AFST 400

Senior Thesis

During the spring of their senior year, Africana Studies majors are required to complete a thesis or project that is based on an original research topic that resonates with their concentration in African or Diasporan studies. The thesis/project must clearly demonstrate that the student understands the concept of African agency, can apply theories and methods of the discipline, and articulate the historical trajectory of the particular topic being examined.

Independent study and independent research

The Africana Studies Department encourages advanced students in the major to undertake independent research and independent study projects. The student, in consultation with the supervising professor, will submit a topic proposal and program of work the semester before the study is undertaken.

Independent study allows a student to pursue an academic interest outside the listed course offerings. The study may include library research and reading and may culminate in several short papers, a single paper, or any other project acceptable to the supervising faculty member and the student.

Independent research, like independent study, allows a student to pursue an academic interest outside the listed course offerings, but it involves primary research which is largely self-initiated and self-directed. Students are encouraged to present the results of independent research at a professional conference, regional meeting, or other public forum.

Honors

Criteria
To be eligible for consideration for honors, an Africana Studies major must have a minimum 3.5 grade point average in the major by the end of the fall semester of junior year and must maintain this GPA through the spring semester. The student normally must not have any breach of the College's academic code of conduct. Candidates for honors must find a departmental advisor in their area of interest willing to supervise their project during the fall semester of the senior year.

Independent Study (AFST 500)
During the fall of the senior year, the candidate will take an independent study with the advisor. The candidate will develop and submit a prospectus during the 10th week of the fall semester. A prospectus is a detailed research proposal that includes an annotated bibliography of both primary and secondary sources. A candidate must receive formal approval of their prospectus from the Africana Studies Department in order to proceed.

Africana Studies 400
During the spring semester, the candidate will enroll in Africana Studies 400.

Applying for Honors
The department chair, in consultation with the candidate and advisor, will recommend a secondary reader. The primary advisor will assign one grade at the end of the spring term for work in both semesters. Honors candidates will present their work in a public forum as

part of Africana Studies 400. The department faculty will read the final thesis and engage each candidate in an oral defense before rendering a decision on honors.

An honors thesis should be approximately 50 pages in length and should demonstrate advanced research and writing skills; extensive use of primary and secondary sources; and effective utilization of key theories and methods in Africana Studies.

Time Line for Honors

Beginning of spring semester of the junior year	Students are notified of eligibility.
By Roll Call of the spring semester of the junior year	Choose and consult with departmental advisor. Submit a signed declaration of intent form.
During spring registration for the fall semester of the senior year	Enroll in AFST 500 (Independent Study)
Week 10 of fall semester	Submit prospectus for departmental review.
Week 12 of fall semester	Student will be notified of departmental approval to continue the honors project.
During fall registration for the spring semester of the senior year	Enroll in AFST 400 (Writing in Africana Studies).
Week 12 of the spring semester	Submit honors thesis to advisors.
Week 14 of the spring semester	Oral defense of honors thesis and notification of decision.

Internships

Students may choose to pursue a **registered** internship **(through INP)** that will meet the experiential learning requirement. To satisfy the academic requisite, students will apply specific aspects of the histories and theories of Africana Studies to the work experience. The internship must be approved by the Department Chair.

Opportunities for off-campus study

In order to gain a deeper understanding of African and African diasporic communities, students are encouraged to study abroad. For a full list of study abroad options, students should contact the Center for Global Study and Engagement.

Courses

100 Introduction to Africana Studies
This interdisciplinary introduction to Africana Studies combines teaching foundational texts in the field with instruction in critical reading and writing. The course will cover Africa and the Atlantic Slave Trade, the creation of African Diasporic communities, the conceptualization and representation of Black culture and identity, and the intellectual and institutional development of Black and Africana Studies.
This course is cross-listed as LALC 121.
Attributes: AMST Representation Elective, Global Diversity, Lat Am, Latinx, Carib St Elect, Social Sciences

170 African Civilizations to 1850
This course provides an overview to the political, social, and ecological history of Africa. We will examine the peopling of the continent, the origins of agriculture, the growth of towns and the development of metal technology. Written sources before the 1400s are almost nonexistent for most of Africa, and so we will use archaeological and linguistic sources. The geographic focus of the course will be the Middle Nile, Aksum in Ethiopia, the Sudanic states in West Africa, Kongo in Central Africa, the Swahili states of the East African coast, and Zimbabwe and KwaZulu in Southern Africa. We will also examine the Atlantic Slave Trade and the colonization of the Cape of Good Hope.
This course is cross-listed as HIST 170.
Attributes: AFST - Africa Course, Global Diversity, HIST African History Course, Pre-1800 History Course, Social Sciences, Sustainability Connections

171 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.
This course is cross-listed as HIST 171.
Attributes: AFST - Africa Course, Global Diversity, HIST African History Course, Post-1800 History Course, Social Sciences

200 Approaches to Africana Studies
This course will investigate the importance of conceptual analysis and the development of concepts in the theoretical and textual research of Africana Studies. Thus, the course will focus on various interpretive frameworks and approaches to organizing and understanding Africana Studies, including but not limited to the African model, Afrocentricity, diaspora model, critical race theory, post-modernism, and post colonialism.
Prerequisite: 100.
Attributes: AMST Struct & Instit Elective, Social Sciences, Writing in the Discipline

220 Topics in Africana Studies
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.*
Prerequisite dependent upon topic.
Attributes: Africana Studies Elective, Social Sciences

221 African Americans Since Slavery
Focuses on the history of Americans of African ancestry in the years following the American Civil War, which ended in 1865. The course examines several important transformations of African Americans as a people. In the first, we consider the transition from slavery to a nominal but highly circumscribed "freedom," which ended with the destruction of Reconstruction governments in the South. We consider the institution-building and community-building processes among African Americans, and the development of distinctive elite and folk cultures among various classes of black people. We examine the Great Migration north and west between 1900 and 1920, and the urbanization of what had been a predominately rural people. Fifth, we consider the differential impact of World War I, the Great Depression, and the New Deal and World War II on African Americans, and the creation of the Civil Rights Movement in the 1950's - 1980's.
This course is cross-listed as HIST 273. Offered every two years.

Attributes: HIST North American Hist Crs, Post-1800 History Course, Social Sciences, US Diversity

225 African American Foodways
This course examines the multifarious ways in which food has influenced the expressions of African American identity and culture. We will begin with a discussion of food as a cultural connector that preserves the ties between African Americans and their African antecedents. Subsequently, we will consider specific African American culinary practices and the origins of soul food. Additionally, we will analyze the roles of food in African American social activism. In so doing, we will pay particular attention to the relationships that exist among food consumption, human rights, and African American communal health, as represented by the anti-soul food and black vegetarianism/veganism movements.
Attributes: AFST - Diaspora Course, ENST Env Stud Spec (ESSP), Food Studies Elective, Social Sciences, Sustainability Connections, US Diversity

227 It's a Hip Hop World: The Rise and Implications of Hip Hop beyond the US
This course is an introduction to critical Hip Hop studies from the genesis of the culture in Black America in the 1970s until the global phenomenon it is today. Focusing on the Hip Hop production of marginalized peoples, the course will explore the nature of cultural and political processes which take place when Hip Hop integrates into the dominant or indigenous culture and music. We will discuss the meaning and implications of authenticity in Hip Hop in the face of commercialization, cultural syncretism, and identity politics. We will address issues of appropriation that are embedded in these cultural processes. Finally, we will trace the aesthetic, cultural, and political evolutions of Hip hop on a global scale. Some of the questions the course poses are: how did Hip Hop evolve through the years within the global context? How are the defining features of this culture and music shaped within different marginalized groups and national borders? What unique musical, cultural, and political features make Hip Hop the most popular genre of resistance and self-affirmation around the world? What are some of Hip Hop's contributions to global social change movements? In this Hip Hop world, which track will you play next?
Attributes: Global Diversity, Humanities

235 Introduction to Caribbean Studies
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.
This course is cross-listed as LALC 122.
Attributes: AFST - Diaspora Course, Lat Am, Latinx, Carib St Elect, Social Sciences

250 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.
This course is cross-listed as ANTH 230. Offered every fall.
Attributes: ANTH elective, ARCH Area B Elective, Global Diversity, INST Africa Course, Social Sciences

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.
This course is cross-listed as ANTH 255. Offered every two years.
Attributes: ANTH elective, ARCH Area B Elective, ARCH-Arch, Anth & Environment, Global Diversity, INST Africa Course, Social Sciences

256 Health and Healing in Africa
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.
This course is cross-listed as ANTH 256.
Attributes: ANTH elective, Global Diversity, Health Studies Elective, NRSC Non-Div 3 Elective, Social Sciences

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.
This course is cross-listed as HIST 272 and LALC 272. Offered every two years.
Attributes: AFST - Africa Course, AFST - Diaspora Course, AMST Struct & Instit Elective, Global Diversity, HIST African History Course, HIST Global Comp Hist Crs, HIST Latin American Hist Crs, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, Pre-1800 History Course, Social Sciences

274 The Rise and Fall of Apartheid
The peaceful transition from *apartheid* to democracy in South Africa in the early 1990s was widely hailed as the "South African Miracle." This course asks why such a transition should be considered miraculous. In order to answer our question, we will begin with South African independence from Britain in 1910 and study the evolution of legalized segregation and the introduction in 1948 of *apartheid.* After reviewing opposition movements we will move to a discussion of the demise of apartheid and the negotiated political order that took its place. We will examine the machinery and the deliberations of the Truth and Reconciliation Commission, and debate its accomplishments. The course ends with an examination of memory and history.
This course is cross-listed as HIST 274.

Attributes: Global Diversity, HIST African History Course, Post-1800 History Course, Social Sciences

284 Ecological History of Africa

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.

This course is cross-listed as HIST 284. Offered every two years.

Attributes: AFST - Africa Course, ENST Env Stud Spec (ESSP), Global Diversity, HIST African History Course, INST Sustain & Global Environ, Post-1800 History Course, Social Sciences

304 Afro-Brazilian Literature

This class analyzes the literary production of Afro-Brazilians writers, as well as the representation of Afro-Brazilian characters in literary texts. It reviews different literary periods and the images those periods created and/or challenged and how they have affected and continue to affect the lives of Afro-Brazilians. Also, by paying particular attention to gender and social issues in different regional contexts, the class considers how Brazilian authors of African descent critically approach national discourses, such as racial democracy and Brazilianness. *Taught in English. Available as a FLIC option in Portuguese.*

This course is cross-listed as PORT 304 and LALC 304. Offered every two years.

Attributes: AFST - Diaspora Course, Humanities, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT Advanced Topics, Writing in the Discipline

310 Special Topics in Caribbean History and Culture

This course offers a critical examination of issues related to the study of the Caribbean within the wider African diaspora. Examples of topics that would be offered at this level are "The Anthropology of Music in the Caribbean" and "The Caribbean and its African and Indian Diasporas."

Attributes: Social Sciences

320 Topics in Africana Studies
Selected topics in Africana Studies at the advanced 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 *Representation of the Black Power Revolution, Black Feminisms, African American Women Writers, African Women's History, Race, Gender and the Body, Post-Colonial Feminist Science Studies, and Black Aesthetics and Visual Culture,* among others.
Prerequisite dependent upon topic.
Attributes: Africana Studies Elective, Social Sciences

325 Seminar on Toni Morrison I
This course explores the imaginative and critical works of Nobel Prize-winning author Toni Morrison, published between 1971 and 1993. We will begin the semester by tracing Morrison's development as a novelist, paying particular attention to how she crafts her novels and employs them to provide provocative commentaries on Black identity, race relations, and culture. In our analysis of her works, we will apply critical theories, namely psychoanalysis, Black feminism, Womanism, and New Historicism. Subsequently, we will study Morrison as a literary critic. We will consider her claim that the Africanist presence often informs American Literature.
Pre-requisite: One AFST, US Diversity or WGSS course. Cross-listed as WGSS 325.
Attributes: AFST - Diaspora Course, AMST American Lit Elective, Humanities, US Diversity, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

326 Seminar on Toni Morrison II
This course examines the fictional works of Nobel Prize-winning author Toni Morrison, published between 1993 and 2015. We will analyze Morrison's artistic expression as a novelist, dramatist, children’s book author, and literary/ cultural critic. In the process, we will examine her provocative commentaries on contemporary Black life, civic inclusion, gendered subjectivities, medical apartheid, and racial reckoning. In our analysis of these works, we will apply theoretical lenses such as trauma theory, ecocriticism, Black existentialism, Black feminism, Africana Womanism, and Black masculinity.
Pre-requisite: One AFST, US Diversity or WGSS course. Cross-listed as WGSS 323.
Attributes: AFST - Diaspora Course, AMST American Lit Elective, English Elective, Humanities, US Diversity, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

327 James Baldwin: Reflections of a Radical
This interdisciplinary seminar seeks to trace the evolution of James Baldwin’s artistic and political philosophy from the 1940s until his death in the late 1980s. Through close critical and intersectional engagement with his writing, the seminar will explore the

transformation of his thought on artistic purpose, politics of race, class, and sexuality, and the meaning of Black liberation. The seminar will engage the full scope of Baldwin's artistic and intellectual production such as essays, novels, plays, screenplays, poetry and speeches. Finally, the seminar will situate Baldwin as a seminal figure of Black Radicalism not only through his thought and writing but his activism and direct involvement with the Black Left, the Civil Rights Movement and Black Power.
Cross-listed as WGSS 327.
Attributes: AFST - Diaspora Course, Humanities, US Diversity

330 African American Women Writers
This course spans the African American literary tradition to examine the historical, political, and social forces that facilitated the evolution of Black women's identities, voices, and roles within and outside of the Black community. Utilizing the intellectual premises of Black feminist, womanist/Africana womanist, and Black queer thoughts, we will analyze these writers' ideologies and representations of self-sovereignty, womanhood, sexuality, activism, race, class, and communalism. Moreover, we will consider their choice of genre to convey their perspectives and cultural commentaries.
Pre-requisite: One AFST, US Diversity or WGSS course. Cross-listed as WGSS 331.
Attributes: AFST - Diaspora Course, AMST American Lit Elective, AMST Representation Elective, English Elective, Humanities, US Diversity, WGSS Hist/Theories/Represent, WGSS Sexual & Gendered Plural

331 African American Novel I
This course examines the roots and subsequent development of the African American novel from the 19th to the 20th centuries. Specifically, we explore the multiple ways that African American authors use the novel to (re)define black identity, to build community, and to enter the realm of social protest. We will also consider the trans-cultural and transnational influences on the evolution of the novel's form. Novelists whose works we will read include William Wells Brown, Harriet Wilson, Zora Neale Hurston, Richard Wright, Ralph Ellison, Alice Walker, and Toni Morrison.
Attributes: AFST - Diaspora Course, Humanities, US Diversity

332 African American Novel II
This course examines the intersectional politics of race, class, and gender as expressed and problematized in twenty-first-century African American novels. Over the semester, we will consider how these politics not only shaped African Americans' individual and communal consciousness within the texts, but also how they informed the construction of the narrative proper. Moreover, we will discuss the historical, social, and political milieus of the novels to deepen our understanding of the Black experience in the United States.

Pre-requisite: One AFST or US Diversity course.
Attributes: AFST - Diaspora Course, AMST American Lit Elective, Humanities, US Diversity

340 Disfiguring the Black Body
This course will critically analyze the diverse socio-political values and interpretations associated with the black body, both historically and in contemporary contexts. Throughout the term, students will engage with a range of interdisciplinary perspectives and source materials that specifically address discourses surrounding black bodily difference, including gender, age, ability, and weight; notions of usefulness, medical experimentation, and athleticism; and concepts of beauty, particularly about hair. We will also consider the impact of artificial intelligence on black bodily (in)visibility. Ultimately, the course aims to foster an understanding of how black bodies have functioned not only as sites of cultural memory and trauma but also as symbols of black cultural pride and resilience.
Pre-requisite: One AFST or US Diversity course.
Attributes: AFST - Diaspora Course, Social Sciences

341 Black Politics: A Century of Black Radicalism
This is an interdisciplinary course that engages theory, history, and literature in order to explore the evolution of radical Black thought from the abolitionist movement and slave rebellions to the global Black Lives Matter movement. The course will establish and highlight the global Black diaspora as the key agent of political, historical and cultural transformation. We will discuss issues and challenges faced by Black people with respect to global political systems, examine various avenues of political expression, and raise questions and new ideas pertaining to the exploration of Black politics. The course will introduce a wide spectrum of political trends and movements, focusing on radical Black politics: Black Nationalism, Black Marxism, Black Internationalism, Black Feminism, Queer Theory, Afro-Pessimism, as well as contemporary thought on the prison-industrial complex and prison abolition.
Cross-listed with POSC 215.
Attributes: Global Diversity, Humanities, Social Sciences

374 African Women's History
his 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.
his course is cross-listed as HIST 374 and WGSS 374 *Offered every two years.*
Attributes: Global Diversity, HIST African History Course, Post-1800 History Course, Social Sciences

400 Writing in Africana Studies
This course will build on experiences in the methods course. Students in this course continue research toward and writing of a senior thesis. The emphasis is on writing skills and course material; assignments link those skills to work in Africana Studies. Seniors in the major will work independently with the director of Africana Studies and a second faculty reader (representing a discipline closer to the senior's interest) to produce a lengthy paper or special project which focuses on an issue relevant to the student's concentration. Under the direction of the director of Africana Studies, students will meet collectively two or three times during the semester with the directors (and, if possible, other Africana Studies core and contributing faculty) to share bibliographies, research data, early drafts, and the like. This group will also meet at the end of the semester to discuss and evaluate final papers and projects.
Prerequisites: 100 and 200; four 200/300-level AFST approved courses (2 Africa, 2 Diaspora); three 300-level (in area of concentration).

American Studies

Learning Outcomes

Upon graduation from Dickinson, American Studies majors will be able to:

- describe the interdisciplinary field of American studies, including both its history over the last century and its most compelling current questions, including but not limited to questions of culture, politics, race, gender, sexuality, disability, and class;
- connect all three areas essential to the interdisciplinary project of American studies—history, representation, and structures and institutions;
- articulate research questions and evaluate and use both secondary and primary sources relevant to American Studies;
- critically analyze and synthesize complex ideas across diverse American cultural texts, demonstrating mastery in critical reading, persuasive writing, and strategic thinking within the interdisciplinary framework of American Studies.

Major

12 courses

Core courses: 150, 303, 401, 402

200- or 300-Level American Studies Topics: one course

Structures and Institutions: two courses, from two different departments

Representation: one course

History: two courses: HIST 117 or 118, and one additional U.S. History course (or comparative history course approved by the student's AMST advisor) at or above the 200-level

Literature: 2 courses in American Literature (or comparative literature courses approved by the student's AMST advisor); one of the courses must be at or above the 200-level

Minor

Six courses: 150, 303; two topics courses, one of which must be at or above the 200-level; one American literature course; one U.S. History course.

Suggested curricular flow through the major

First Year/Sophomore Year
AMST 201 Introduction to American Studies
AMST 202 Workshop in Cultural Analysis
One course in American History
One 200-level course in American Studies
One course in American Literature
One course in Structures & Institutions

Junior Year
AMST 303 Topics in Cultural Theory/Workshops in Cultural Theory
One course in Representation
One course in American Literature at the 300-level
One course in Structures & Institutions
One course in History at or above the 200-level

Senior Year
AMST 401 Research and Methods in American Studies (Fall)
AMST 402 Writing in American Studies (Spring)
Any courses remaining to fill out the major

Honors

To be eligible for consideration for honors, an American Studies major will typically have a minimum 3.5 grade point average (rounded) in the major by the end of the fall semester of their senior year. The student must have no breaches of the college's academic community standards. The 401 and 402 instructors will jointly propose that a student's thesis reaches the level of honors. An Honors Committee, made up of three core American Studies faculty, shall assess the project. The project must go beyond the merit of an "A" paper. An "honors" thesis should demonstrate skilled writing and extensive research; a nuanced ability to make connections between the specific issue studied and larger social and cultural issues; extensive use of primary sources; an awareness of key theory and methods; an engagement with current critical questions within American Studies; and, finally, an ability to work on all three levels essential to an American studies project - history, representation, and structures and institutions.

Internships

We strongly encourage students to participate in internships through the internship notation program. This allows students to explore career paths and provides opportunities to see how skills learned in American Studies can be applied outside of academia. Students have interned with *The Late Show with Stephen Colbert*, MTV, the Smithsonian Folk Life Division, the American Cancer Society, Planned Parenthood, the Carlisle Regional Medical Center, the Carlisle School District, the borough of Carlisle, Cumberland County Public Defender's Office, Pennsylvania Legal Services, and Domestic Violence Services.

Opportunities for off-campus study

The Department of American Studies strongly encourages its majors to study abroad. Not only do they experience the invaluable challenges and pleasures of immersing themselves in another culture, but they also gain a new perspective on America that enriches their thinking and writing and opens new personal and professional pathways. For more information, visit the Center for Global Study and Engagement.

These off-campus programs are usually part of the Junior year and should be planned well in advance of the semester they are to be engaged in. They are a great part of the American Studies major.

Courses

101 Topics in U.S. Cultural Diversity
These courses explore cultural diversity in the United States through an interdisciplinary

framework combining historical, literary, and cultural analysis. Students are introduced to the methods and questions central to the interdisciplinary field of American Studies, and special attention is paid to issues of race, ethnicity, gender, class, and sexualities in exploring American histories and cultures. Topics may include: Class and Culture; Body Politics; Comparative Ethnicities; The New Negro Movement; Race, Class, and the American Dream; Urban Landscapes.
Attributes: Social Sciences, US Diversity

150 Introduction to American Studies
Introduces students to basic theories and methods used for the interdisciplinary analysis of United States and hemispheric cultural materials and to the multiplicity of texts used for cultural analysis (mass media, music, film, fiction and memoir, sports, advertising, and popular rituals and practices). Particular attention is paid to the interplay between systems of representation and social, political, and economic institutions, and to the production, dissemination, and reception of cultural materials. Students will explore the shaping power of culture as well as the possibilities of human agency.
Attributes: Social Sciences

200 Aspects of American Culture
Selected topics in American studies at the introductory level. The subject matter will vary from year to year dependent upon the interests of faculty and the needs and interests of students. Recent topics have included mass media; health, illness, and culture; Latino/a U.S.A.; racial politics of popular music; Caribbean-American literary and visual cultures; Black feminisms.
This course is cross-listed as LALC 123 when topic is relevant.
Attributes: Social Sciences

301 Topics in American Studies
Selected topics in American studies at the intermediate level. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field.
Prerequisite: 201 or permission of the instructor. This course is cross-listed as LALC 301 when topic is relevant. NOTE: When cross-listed with Film Studies, prerequisite is one course in either American Studies or Film Studies.

303 Topics in Cultural Theory/Workshops in Cultural Theory
This seminar course develops majors' knowledge of and facility with various theoretical approaches and research methods informing the interdiscipline of American Studies. Topics will vary based on instructors' expertise, and will draw upon key sources of American Studies thought and scholarly practice such as literature, sociology, cultural

studies, philosophy, women's and gender studies, cultural anthropology, and history. The course will further develop students' research and writing skills, bridging the 200-level core courses (201 and 202) and the senior seminar sequence (401 and 402). Majors should take this course prior to taking 401, though taking both courses at the same time is possible; but majors must take AMST 303 prior to their taking AMST 402.
Prerequisite: AFST 200, AMST 202, ENGL 220, SOCI 240, SPAN 299, or WGSS 200
Attributes: Writing in the Discipline

401 Research and Methods in American Studies
This integrative seminar focuses on the theory and methods of cultural analysis and interdisciplinary study. Students examine the origins, history, and current state of American studies, discuss relevant questions, and, in research projects, apply techniques of interdisciplinary study to a topic of their choosing.
Prerequisite: 303, Senior American studies major, or permission of the instructor.
Attributes: Social Sciences

402 Writing in American Studies
Students research and write a substantial research project, normally drawing on their work in 401.
Prerequisite: 303, 401.
Attributes: Social Sciences

Anthropology

Learning Outcomes

Upon graduation from Dickinson, Anthropology majors will be able to:

- describe human diversity with reference to language, human biology, archaeology, and culture, and identify the role of anthropology in the contemporary world;
- analyze aspects of the human experience by applying anthropological research methods in diverse contexts, and discern and follow ethical practice;
- differentiate and evaluate core anthropological theories and interpretive tools, engage in dialogue with voices within and outside of the field, and demonstrate reflexivity about the role of anthropology in the contemporary world;
- design and complete anthropological research projects in which they select and apply anthropological methods and theories.

Major

11 courses

- Three introductory courses ANTH 100, 101, and 110
- One methodological course designated as “Research in Anthropology”
- Three elective courses at the 300-level, from at least two subdisciplines: cultural anthropology, biological anthropology, and archaeology
- Three additional anthropology courses at any level
  *A maximum of two of these additional elective courses may be taken with the designation of "Anthropology in Other Fields" (ANTH 205); students may petition the department to accept one non-cross-listed course in lieu of one ANTH 205
- Senior Colloquium (ANTH 400)

Students complete the WiD requirement with their 300-level electives and Research in Anthropology courses

Minor

Six courses, including 100, 101, and 110 and three additional anthropology courses. Students who are interested in a minor should consult with the department.

Suggested curricular flow through the major

The Anthropology major consists of courses at four levels.

1. Courses at the 100 level introduce students to anthropology and its subfields (Biological Anthropology, Cultural Anthropology, and Archaeology), forming a foundation for courses at higher levels. Majors take all three courses.
2. At the 200-level, students take at least one “Research in Anthropology” course, introducing research methods, and they choose electives from the breadth of the field. These courses focus on parts of the world and/or provide extensive examination of topics. Examples include Environmental Archaeology (ANTH 260), Medical Anthropology (ANTH 216), Forensic Anthropology (ANTH 227), and Global Eastern Africa (ANTH 255).
3. For the 300 level, students take at least three courses from two of Anthropology’s subfields. These 300-level seminars focus on topics that students explore more intensively than in lower-level courses, and students learn about theories involved in these topics. Recent 300-level courses include Contesting Biological Normalcy; Anthropology of Learning, Knowing, and Education; Life in the Anthropocene;

and Ancient Pasts, Modern Politics, each offered as Advanced Topics in Anthropology (ANT 345).

4. At the 400 level, students apply lessons from lower levels to their own engagement with anthropology. In the required Senior Colloquium (ANTH 400, Fall semester, senior year), students design and carry out research leading to a senior thesis. If a student is eligible for and wishes to pursue departmental honors, they register for ANTH 495, Senior Thesis (Spring semester, senior year), where they work directly with a thesis advisor.

Courses for the major do not necessarily need to be taken in a specific sequence, although course content and expectations build with the course level, and some courses have prerequisites. Students can tailor their course selections in discussions with an Anthropology faculty member. Here is a suggested flow through the Anthropology major:

First Year
ANTH 100, Introduction to Biological Anthropology (usually offered in the Fall)
ANTH 101, Introduction to Cultural Anthropology (offered Fall and Spring)
ANTH 110, Archaeology and World Prehistory (usually offered in the Spring)
We recommend taking at least two 100-level courses in the first year
Consider taking a 200-level elective

Sophomore Year
Complete 100-level coursework
Take a 200-level course designated as "Research in Anthropology"
Take ANTH general electives at the 200-level
A student planning to study abroad for a full year should take a "Research in Anthropology" course and at least one 300-level course this year.

Junior Year
ANTH general electives at the 200-level
ANTH 300-level electives
Study Abroad—full year or semester; a student should speak with their advisor about possible Anthropology electives abroad

Senior Year
ANTH 400, Senior Colloquium (Fall semester only)
Finish any remaining ANTH requirements or electives
ANTH 495 (Spring semester only) if pursuing Departmental Honors

Other pathways through the major are possible, and students should plan their individual trajectory with their advisors. Find course descriptions and additional information in the Academic Bulletin: Anthropology.

Many students who major in Anthropology also study abroad and successfully complete a second major, a minor, and/or a certificate, and some students complete two additional majors.

Fieldwork

The anthropology program is a unique major characterized by an emphasis on understanding the cultures, meanings, and practices of various social groups in the context of a rapidly changing world. Fieldwork, the hallmark of anthropological inquiry, is built into the department's methods courses and is encouraged and supported in student work abroad.

Honors

Eligibility for honors candidacy requires a minimum overall GPA of 3.7. A student wishing to pursue honors in the major must submit a proposal—two pages, approximately 500–650 words—to the department chair by week five of the Fall semester of their senior year. The proposal must include the research questions and problem, methods the student plans to use, and the evidence and analysis that will substantively differentiate the honors research from the student's senior project for ANTH 400. Department faculty will review the proposal with three possible outcomes: approval to honors candidacy; request for a revised proposal to be considered for honors candidacy; or rejection of the proposal. Students approved to pursue honors will register for ANTH 495 in the Spring semester. A determination by the department faculty that the senior thesis work from ANTH 400 and ANTH 495 is "exceptional" is the primary basis for awarding honors to graduating seniors at the end of the Spring semester. The faculty will also consider the student's successes in the major during their time at Dickinson.

We strongly recommend that a student interested in pursuing honors consult with their advisor during their junior year to consider possible projects. Some of the strongest honors projects emerge from field or laboratory work initiated in prior coursework, study abroad, or field experiences.

Opportunities for off-campus study

Most students majoring in anthropology study abroad at some point during their time at Dickinson. Others pursue opportunities for off-campus study in the United States. Students gain unique, hands-on experience in anthropology by participating in field

schools in cultural anthropology or archaeology, or through internships at museums and other sites. Opportunities for such experience exist with the Summer Field School in Cultural Anthropology (ANTH 396), for the six-week summer ethnographic field school in Tanzania, East Africa, or for other field schools.

Co-curricular activities/programs

Anthropology Club
Students in the Anthropology Society organize activities including video nights, museum visits and field trips, Anthropology Day events each February, and ways to promote anthropology and anthropological perspectives on campus. Club membership provides the initial eligibility gateway for membership in Lambda Alpha, the national anthropology honors society. Students in the Anthropology Society may also be eligible for membership, through the department, in the American Anthropological Association, the national professional association for anthropologists.

Anthropology and Archaeology Majors Committee
Majors can join the Majors Committee, which is a student organizing arm of the department. Students on the majors committee help interview job candidates; contribute to discussions about the department and the majors; contribute to faculty reviews; and organize special programming, activities, and events with the department. The majors committee helps coordinate efforts between the department and the students involved in the Anthropology Society, Archaeology Club, and Human Cultures House. Students who join the majors committee tend to care about the department and their experiences at Dickinson and want to help make these experiences and the department even better.

Human Cultures House
The department helps to support a Special Interest House for Anthropology and Archaeology Majors. Students living in the house study together and bring classroom and campus discussions about human cultures to their living spaces. The house also hosts BBQs and events with students and department faculty.

Courses

100 Introduction to Biological Anthropology
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.

Three hours classroom and three hours laboratory a week. Offered three semesters over a two-year period.
Attributes: ENST Foundations (ESFN), Lab Sciences

101 Introduction to Cultural Anthropology
This course is a comprehensive introduction to how cultural anthropologists study culture and society in diverse contexts. We will use ethnographic case studies from across the world to examine the ways people experience and transform social relationships and culture in areas including families, gender, ethnicity, health, religion, exchange, science, and even what it means to be a person. We will examine how culture and society are embedded within, shape, and are shaped by forces of economics, politics, and environment.
Offered every semester.
Attributes: AMST Struct & Instit Elective, ARCH Area B Elective, ARCH-Arch, Anth & Environment, Global Diversity, Social Sciences, Sustainability Connections

110 Archaeology and World Prehistory
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.
This course is cross-listed as ARCH 110. Offered every year.
Attributes: ENST Env Stud Spec (ESSP), Food Studies Elective, Global Diversity, Social Sciences

205 Anthropology in Other Fields
Courses offered by anthropologists in other fields that cover topics in anthropology.
Prerequisite: dependent upon topic.
Attributes: Social Sciences

212 Development Anthropology
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.
Attributes: Social Sciences

214 Ecological Anthropology
An examination of human adaption to changing environments with an emphasis on systems analysis. Special attention to development and current environmental problems.
Offered every other year.
Attributes: ARCH Area B Elective, ENST Society (ESSO), Social Sciences

216 Medical Anthropology
This course will introduce you to Medical Anthropology, its major theoretical approaches and its contribution to public health. Medical Anthropology draws upon social, cultural, biological, and linguistic anthropology to better understand those factors that influence health and wellbeing, the experience and distribution of illness, the prevention and treatment of sickness, healing processes, therapy management, and the cultural importance and utilization of pluralistic medical systems. We will emphasize the importance of understanding the social context in which health and disease are produced and unevenly distributed.
Offered each spring semester.
Attributes: Global Diversity, Health Studies Elective, NRSC Non-Div 3 Elective, Social Sciences

220 Ethnography
Ethnography is a unique form of research through which we learn about people's experiences in the world and their own perspectives in their everyday lives. Ethnographic research is done in any context, from rural farms, to urban train systems, from medical tourism networks, to nuclear power plants. This course examines ethnographic scholarship with attention to the methods of research. Students learn about the methods ethnographers employ in their work, how they use them, and the kinds of results those methods yield. Examples draw from ethnographic work on diverse topics and in varied contexts throughout the world. Students develop brief projects using some of the methods that are examined.
Prerequisite: 101
Attributes: ANTH Research in Anthro Course, Global Diversity, Writing in the Discipline

222 Anthropology of Latin America
This course is an ethnographic exploration of contemporary life in Latin America. It is designed to introduce students to the major themes and debates in the anthropology of Latin America. It is aimed at understanding the cultural and historical development of Latin America, and it seeks to make sense of the cultural similarities and differences that

have both captured the interest of anthropologists and helped to make Latin America an important site of anthropological study and theorizing. In the process of examining the histories and cultures of Latin America, we will also look at how power and structural inequalities have shaped the region. The course will study Latin American cultures and societies in relation to neighboring nations - the United States, Canada and the Caribbean - given their shared history and experiences of colonialism and slavery as well as their economic interdependence.
This course is cross-listed as LALC 222. Offered every other year.
Attributes: ARCH-Arch, Anth & Environment, Global Diversity, INST Latin America Course, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT Elective, Social Sciences

225 Human Osteology
This course offers an intensive examination of human biological diversity as revealed through the study of human skeletal remains. We will focus on techniques used to identify skeletal remains in archaeological, paleontological, and forensic contexts, as well as examining human skeletal responses to environmental stress and human growth and development throughout the life cycle.
Prerequisite: 100 or 229 or permission of the instructor. Offered every other year.
Attributes: ANTH Research in Anthro Course, ARCH Area B Elective, ARCH-Arch, Anth & Environment, Health Studies Elective, NRSC Non-Div 3 Elective

227 Forensic Anthropology
Forensic anthropology is a specialized field within biological anthropology that applies methods in skeletal biology, bioarchaeology and forensic sciences to the analysis of human skeletal remains in medico-legal settings. This course introduces the field of forensic anthropology by examining underlying theory and applied techniques used to identify human skeletal remains. Students will learn the bones of the skeleton, how to create a biological profile of an individual (reconstruct age, sex, ancestry, stature), how to identify trauma and pathology, and how to estimate time since death and possible causes of death. We will also examine the various contexts in which forensic anthropologists work to recover and analyze human remains, including crime scene investigations, human rights investigations, and mass disasters. Ethical responsibilities of forensic anthropologists will be at the forefront of our study.
Attributes: ANTH Research in Anthro Course, ARCH Area B Elective, ARCH-Arch, Anth & Environment, Social Sciences, Writing in the Discipline

229 Human Variation and Adaptation
This course explores anthropological perspectives on modern human biological diversity.

We examine genetic variation, biological and cultural responses to environmental stressors, including climate, altitude, nutrition, infectious and chronic diseases, and population growth and demography. We use our understanding of human biological diversity to examine the notion that race is a social phenomenon with no true biological meaning.
Offered every other year.
Attributes: Food Studies Elective, NRSC Non-Div 3 Elective, Social Sciences

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.
This course is cross-listed as AFST 250. Offered every fall.
Attributes: ARCH Area B Elective, Global Diversity, INST Africa Course, Social Sciences

240 Qualitative Methods
This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies. The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students design their own field projects.
Prerequisite: ANTH 101 or SOCI 110.
Attributes: ANTH Research in Anthro Course, Social Sciences, Writing in the Discipline

241 Quantitative Methods in Biocultural Anthropology
This course introduces quantitative data analysis used in biocultural anthropological research. Students will learn statistical methods to engage in research about health status, diet and nutrition, socioeconomic, and other salient factors that affect people's quality of life in the United States and globally.
Prerequisite: 100, 101 or 110.
Attributes: ANTH Research in Anthro Course, ARCH Area A Elective, ARCH Area B Elective, Writing in the Discipline

242 Research Methods in Global Health: Quantitative, Qualitative and Anthropological Approaches

This course introduces students to different methodological approaches used in global health to understand health needs in the global south and design appropriate interventions to address them. Through readings and discussions about the theoretical underpinnings of qualitative and quantitative research students will learn the different ways in which each approach contributes to understanding a health problem and developing solutions, with a special emphasis on the growing role of anthropological perspectives in conducting socially relevant and context appropriate global health research.
Pre-requisites: ANTH 100 or 110 (ARCH 110) or 101 or 216 or permission of instructor.
Attributes: ANTH Research in Anthro Course, Quantitative Reasoning, Writing in the Discipline

245 Selected Topics Anthropology
Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography, or anthropological genetics.
Attributes: Social Sciences

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.
This course is cross-listed as AFST 255. Offered every two years.
Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, Global Diversity, INST Africa Course, Social Sciences

256 Health and Healing in Africa
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.
This course is cross-listed as AFST 256.
Attributes: Global Diversity, Health Studies Elective, NRSC Non-Div 3 Elective, Social Sciences

260 Environmental Archaeology
The study of the human past requires knowledge of the biological and geophysical systems in which cultures developed and changed. This course explores past environments and the methods and evidence used to reconstruct them. Emphasis is on the integration of geological, botanical, zoological, and bioarchaeological data used to reconstruct Quaternary climates and environments.
This course is cross-listed as ARCH 260. Offered every two years.
Attributes: ARCH Area B Elective, ENST Society (ESSO), Food Studies Elective, Global Diversity, Social Sciences

261 Archaeology of North America
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.
This course is cross-listed as ARCH 261. Offered every two years.
Attributes: AMST Struct & Instit Elective, ARCH Area B Elective, Social Sciences, US Diversity

262 South American Archaeology
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?
This course is cross-listed as ARCH 262 and LALC 262.

Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Env Stud Spec (ESSP), Global Diversity, Lat Am, Latinx, Carib St Elect, SPAN/PORT Elective, Social Sciences, Sustainability Connections

290 Archaeological Methods

This course focuses on archaeological field and laboratory methods through readings, lectures, and hands-on experiences and the data these practices generate. It will cover the essential field methods employed in archaeological survey (pedestrian, aerial, and geophysical) and excavation. This will include the fundamentals of documentation including note-taking, drawing, photography, and map-making. It will also introduce how archaeologists organize and analyze the large quantities and wide range of data recovered in these processes with particular attention to the use of computer databases, especially Geographic Information Systems (GIS). It will provide a general overview of different types of laboratory analysis including lithics, ceramics, metals, plant and animal remains, and discuss the available dating methods. Students will have the opportunity to practice many of the field and lab methods in the Simulated Excavation Field (SEF), and, when available, archaeological sites in the Cumberland Valley. Through these experiences and interactions with a range of archaeological datasets, students will learn how the archaeological record is formed and what its patterns can teach us about ancient human livelihoods. Finally, students will learn to synthesize and present the results of field and laboratory research in reports, a critical genre of writing in the discipline.
This course is cross-listed as ARCH 290. Prerequisite: Any ARCH course at 100- or 200-level.
Attributes: ANTH Research in Anthro Course, Writing in the Discipline

295 Field School in Cultural Anthropology

Ethnographic field school of selected anthropological problems with appropriate methodologies. Pre-departure workshops, *at least four-weeks course duration*, and post-fieldwork write-up. Non-Dickinson programs require prior approval by faculty.
Prerequisite: Research in Anthropology course, ANTH introductory course or comparable course with approval. Offered in summer school only.
Attributes: Global Diversity

300 Archaeological Theory and Interpretation

This course explores the concepts and theories archaeologists employ to develop interpretations about and reconstructions of past societies. It examines the history of archaeological inquiry from amateur collecting to a profession and science dedicated to the systematic discovery and analysis of material remains and their interpretation. It will explore different traditions of archaeological inquiry particularly in Europe and the study

of Classical archaeology and in the Americas with its roots in anthropology. Students will become conversant with contemporary trends in archaeological theory in both areas from evolutionary, ecological, and systems theory perspectives to agent-based approaches that consider gender, power, and daily practices in shaping past societies. Finally, students will engage with pertinent ethical issues surrounding archaeological patrimony.
Prerequisite: ARCH 290. This course is cross-listed as ARCH 300. Offered every spring.
Attributes: ANTH Archaeology Elective, Social Sciences, Writing in the Discipline

310 Nutritional Anthropology
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-nutrition, and the social and historical constraints on food production and consumption in different societies.
Prerequisite: ANTH 100, ANTH 101, ANTH/ARCH 110, ARCH 120/CLST 221, or ARCH 130/CLST 224.
Attributes: ANTH Biological Anth Elective, Food Studies Elective, Health Studies Elective, NRSC Non-Div 3 Elective

331 Human Evolution
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.
Prerequisite: Any of the following: ANTH 100, 101, 110, 225, 227, 229, or BIOL 100-level course Offered every spring.
Attributes: ANTH Biological Anth Elective, ARCH Area B Elective, ARCH-Arch, Anth & Environment, NRSC Non-Div 3 Elective, Writing in the Discipline

336 Theory in Cultural Anthropology
This course examines how cultural anthropologists conceptualize their research, the topics and people they study, and their roles as intellectuals. Students read, discuss, and apply primary writings on theories addressing culture, society, power, representation, gender, race, identity, belonging and exclusion, and other experiences in diverse contexts, as well

as ethical scholarship. Students join anthropologists in an extended conversation about theories, their uses, and their implications.
Prerequisite: 101. Offered every fall.
Attributes: ARCH Area B Elective, Writing in the Discipline

345 Advanced Topics Anthropology
Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography, or anthropological genetics.
Prerequisite dependent upon topic.
Attributes: Social Sciences

395 Archaeological Field Studies
Application of the fundamentals of archaeological survey, excavation and the laboratory processing and cataloging of artifacts.
This course is cross-listed as ARCH 395.
Attributes: ARCH Area B Elective

400 Senior Colloquium
Offered every fall semester, senior anthropology majors will meet to learn about professional career opportunities in anthropology as well as a write a research paper that incorporates primary sources in anthropological writing and/or original anthropological scholarship involving fieldwork or laboratory research.
Prerequisite: Research in Anthropology course and at least one Anthropology subdiscipline course (cultural, biological, or archaeology).

495 Senior Thesis
Senior anthropology majors who qualify with a cumulative GPA of 3.7 or higher by the end of the junior year and are approved by the department as honors candidates can take this course during the spring semester of their senior year. This course involves writing a senior thesis based on original research such as fieldwork or laboratory research substantively beyond what students complete in ANTH 400, and the thesis is the primary consideration for departmental honors.
Prerequisite: ANTH 400.

Arabic

Minor

5 courses

Four Arabic language courses: two 200-level and two 300-level
One 200-level Middle East Studies course

Courses

101 Elementary Arabic
An introduction to Modern Standard Arabic (MSA). Introduction to speaking, listening, reading and writing skills in the standard means of communication in the Arab world.

102 Elementary Arabic
Continued introduction to MSA with more advanced development of speaking, listening, reading and writing skills through a greater degree of interaction in the classroom.
Prerequisite: 101.

201 Intermediate Arabic
Introduction to conversation and composition building on the skills developed in 101 and 102.
Prerequisite: 102.

202 Intermediate Arabic
Continued development of conversation and composition skills using current political and social events, stories, essays, and other materials as the topics for discussion and writing assignments.
Prerequisite: 201. This course fulfills the language graduation requirement.

301 Advanced Arabic
Advanced Arabic 301 builds on the linguistic and communication skills developed in Intermediate Arabic 202. Students will work on Arabic grammar, syntax, and style in reading, writing, listening, and speaking. The course will continue with Al-Kitaab series and introduce supplemental authentic texts as appropriate.
Prerequisite: 202.

302 Advanced Arabic
Advanced Arabic 302 builds on the linguistic and communication skills developed in Intermediate Arabic 202. Students will work on Arabic grammar, syntax, and style in reading, writing, listening, and speaking. The course will continue with Al-Kitaab series and introduce supplemental authentic texts as appropriate.
Prerequisite: 202.

360 Topics in Arabic Language and Culture
Thematic study of Arabic language and culture, with emphasis on close reading, comprehension and interpretation, and on honing oral expression and comprehension.

Prerequisite: 202, or permission of instructor.
Attributes: Humanities

Archaeology

Learning Outcomes

Upon graduation from Dickinson, Archaeology majors will be able to:

- contextualize the diversity of past human experiences through the comparative examination of material culture broadly defined, and identify the role of archaeology in the contemporary world;
- assemble, analyze, and interpret archaeological evidence using appropriate archaeological methods, and discern and follow ethical practice;
- differentiate and evaluate core archaeological theories and interpretive tools, engage in dialogue with voices within and outside of the field, and demonstrate reflexivity about the role of archaeology in the contemporary world;
- apply archaeological concepts and techniques through original research in a geographic, chronological, or methodological focus of their choosing.

Major

12 courses plus practical experience

- Three courses at the 100-level: ANTH 100, ARCH 110, and either ARCH 120 or ARCH 130
- Two courses in interdisciplinary methods: ARCH 290 and one other Methods in Archaeology (MiA) course
- Two courses in archaeological theory and interpretation at the 300 level (e.g. ARCH 345 or ANTH 345, dependent on topic)
- Four electives drawn from a specialization in either Mediterranean Archaeology (Area A) or Archaeology, Anthropology, and the Environment (Area B). A maximum of two electives can be taken outside the department.
- The Senior Colloquium (ARCH 400)

Methods in Archaeology (MiA) Courses
ARCH 200: Paleoethnobotany Lab Methods
ARCH 206: Museum Studies
ARCH 218: Geographic Information Systems
ARCH 220: Ethnography
ANTH 225: Human Osteology
ANTH 227: Forensic Anthropology
ANTH 241: Quantitative Methods in Biocultural Anthropology
GEOS 151: Foundations of Earth Sciences
GEOS 204: Introduction to Geographic Information Systems with Field Applications
GEOS 205: Introduction to Soil Science
GEOS 322: Archaeological Geology

Mediterranean Archaeology Electives (Area A)
ARCH 120: Greek Art and Archaeology* (if not taken as a required course)
ARCH 130: Roman Art and Archaeology* (if not taken as a required course)
ARCH 202: Reality, Idealism, Beauty, and Power: Topics in the Art & Architecture of Ancient Greece and Rome
ARCH 200: Selected Topics in Archaeology (dependent on topic)
ARCH 210: Epics and Empires: Art and Archaeology of the Mediterranean Bronze Age
ARCH 395: Archaeological Field Studies (dependent on fieldwork location)
ARCH 500: Independent Study (only with permission of advisor and consent of instructor)
ARTH 101: An Introduction to the History of Art
CLST 100: Greek and Roman Mythology
CLST 110: Introduction to Greek Civilization
CLST 140: Ancient Worlds on Film
CLST 200: Special Topics in Classical Civilization (dependent upon topic)
CLST 251: Greek History
CLST 253: Roman History

Archaeology, Anthropology, and the Environment Area B)
ARCH 200: Selected Topics in Archaeology dependent on topic)
ARCH 200: Paleoethnobotanical Methods* (if not taken as a Methods in Archaeology course)
ARCH 260: Environmental Archaeology
ARCH 261: Archaeology of North America
ARCH 262: South American Archaeology

ARCH 395: Archaeological Field Studies (dependent on fieldwork location)
ARCH 500: Independent Study (only with permission of advisor and consent of instructor)
ANTH 101: Introduction to Cultural Anthropology
ANTH 205: Native Peoples of Eastern North America
ANTH 222: Anthropology of Latin America
ANTH 225: Human Osteology* (if not taken as a Methods in Archaeology course)
ANTH 227: Forensic Anthropology* (if not taken as a Methods in Archaeology course)
ANTH 245: Selected Topics in Anthropology (dependent on topic)
ANTH 255: Global Eastern Africa
ANTH 331: Human Evolution
GEOS 142: Earth's Changing Climate
GEOS 201: Surface Processes
GEOS 307: Paleontology
GEOS 305: Earth Materials
GEOS 309: Sedimentology and Stratigraphy
GEOS 333: Environmental Geophysics
ENST 121: Environmental Science for Non-Majors
ENST 161: Environmental Connections
ENST 280: Environmental and Social Justice

Ancient Languages

Latin or Ancient Greek is strongly recommended for students specializing in Mediterranean Archaeology (Area A) or double majoring or minoring in Classical Studies. Two semesters of an ancient language may be counted collectively as one elective credit for the Mediterranean Archaeology (Area A) specialization.

Practical Experience

All archaeology students must complete a registered and pre-approved practical experience. This experience should introduce the student to archaeological work in the field (e.g., field schools), a laboratory, archives, or a museum. The length and structure of practical experience opportunities may vary depending on the nature of an opportunity, and students should discuss opportunities with a departmental advisor before beginning them. Typically, a practical experience undertaken in the summer months must be at least 4 weeks in duration, and a practical experience during the academic semester must total at least 80 hours.

Students can complete their practical experience and receive credit in four ways: Academic Internship & Research Program (INP/REXP); transfer credit from a recognized, credit-granting field school; or as an independent study (ARCH 500).

1. Internship Program (INP)

- Field School Note: INP recognizes that many field schools have discipline-specific standards for program length. While the INP minimum is eight weeks, INP and ARCH faculty work together to review enrollment requests for shorter experiences, particularly those lasting four or more weeks.
- Details about the INP program can be found here.

2. Research Experience (REXP)

- Details about the REXP program can be found here.

3. Credit-granting field school

- The student participates in a field school during the summer, choosing to earn course credit through the host institution.
- The student will then transfer the credit to Dickinson. Application for study at other institutions must be completed before the beginning of the field school.
- For a field school not completed for credit through the host institution, a student is encouraged to enroll as an REXP or INP as discussed above.

4. Independent Study

- The student completes an independent study with Dickinson faculty during the academic year.
- The student will receive course credit (ARCH 500) on their transcript at the completion of the independent study.
- Independent studies must include a substantial element of practical laboratory, archive, or museum work to qualify as practical experience.

Minor

6 courses

Three of the following core courses:

- ANTH 100: Introduction to Biological Anthropology

- ARCH 110: Archaeology and World Prehistory
- Either ARCH 120: Greek Art and Archaeology or ARCH 130: Roman Art and Archaeology
- ARCH 290: Archaeological Methods

Three additional archaeology courses. Students who are interested in a minor should consult with the department.

Suggested curricular flow through the major

The Archaeology major consists of courses at four levels.

1. Courses at the 100 level introduce students to archaeology's breadth and depth, forming a foundation for courses at higher levels. Majors take three 100-level courses (ARCH 110, Archaeology and World Prehistory; ARCH 120, Greek Art and Archaeology, or ARCH 130, Roman Art and Archaeology; and ANTH 100, Introduction to Biological Anthropology).
2. At the 200-level, students take Archaeological Methods (ANTH 290) and at least one other "Methods in Archaeology" course, introducing research methods, and they choose electives from the breadth of the field. These elective courses provide extensive examination of parts of the world and/or archaeological topics. Examples include Epics and Empires: Art and Archaeology in the Mediterranean Bronze Age (ARCH 210), Environmental Archaeology (ARCH 260), and Archaeology of South America (ARCH 262).
3. For the 300 level, students take at least two courses, all of which emphasize theory an interpretation within specific themes. These 300-level seminars focus on topics that students explore more intensively than in lower-level courses, and students learn about theories involved in these topics. Recent 300-level courses include Archaeology of Food; Ancient Pasts, Modern Politics; Archaeological Theory and Interpretation; and Life in the Anthropocene, usually offered as Advanced Topics in Archaeology (ARCH 345) or Advanced Topics in Anthropology (ANTH 345).
4. At the 400 level, students apply lessons from lower levels to their own engagement with archaeology. In the required Senior Colloquium (ARCH 400, Fall semester, senior year), students design and carry out research leading to a senior thesis. If a student is eligible for and wishes to pursue departmental honors, they register for

ARCH 495, Senior Thesis (Spring semester, senior year), where they work directly with a thesis advisor.

Each student majoring in Archaeology completes a practical experience for credit, usually during the summer months. We recommend that students consider such possible experiences early, ideally completing one by the summer of their sophomore year, to gain valuable experiences that may shape their trajectory in the major.

Students do not necessarily need to take courses for the major in a specific sequence, although course content and expectations build with the course level, and some courses have prerequisites. Students can tailor their course selections in discussions with a faculty member in the department. Here is a suggested flow through the Archaeology major:

First Year
ARCH 110, Archaeology and World Prehistory (usually offered in the Spring)
ARCH 120, Greek Art and Archaeology, or
ARCH 130, Roman Art and Archaeology
ANTH 100, Introduction to Biological Anthropology (usually offered in the Fall)
We recommend taking ANTH 100 in the first year due to enrollment pressures in the course
We recommend taking at least two 100-level courses in the first year
Consider taking a 200-level elective

Sophomore Year
Complete 100-level coursework
Take ARCH 290, Archaeological Methods
Take a 200-level course designated as "Methods in Archaeology"
Take ARCH general electives at the 200-level
A student planning to study abroad for a full year should take a "Methods in Archaeology" course and at least one 300-level course this year.

Practical Experience. Consider completing the practical experience for the major, if not already completed.

Junior Year
ARCH general electives at the 200-level
A 200-level "Methods in Archaeology" course, if not already taken

ARCH 300-level electives
Study Abroad—full year or semester; a student should speak with their advisor about possible Archaeology electives abroad

Practical Experience. Consider completing a practical experience, either for additional experience or for the major requirement, if not already completed.

Senior Year
ARCH 400, Senior Colloquium (Fall semester only)
Finish any remaining ARCH requirements or electives
If pursuing Departmental Honors, ARCH 495 (Spring semester only)

Other pathways through the major are possible. Students should plan their unique trajectories with their advisors. Find course descriptions and additional information in the Academic Bulletin: Archaeology.

Many students who major in Archaeology also study abroad and successfully complete a second major, a minor, and/or a certificate, and some students complete two additional majors.

Independent study and independent research

Independent studies are available. Any independent study must involve an interdisciplinary research topic in Archaeology. No more than two independent studies may be counted toward the major. Topic proposal and program of work must be approved by the instructor.

Independent research leading to Honors in the Major or student/faculty collaborative research may be undertaken with one of the contributing departments.

Honors

Eligibility for honors candidacy requires a minimum overall GPA of 3.7. A student wishing to pursue honors in the major must submit a proposal—two pages, approximately 500–650 words—to the department chair by week five of the Fall semester of their senior year. The proposal must include the research questions and problem, methods the student plans to use, and the evidence and analysis that will substantively differentiate the honors research from the student's senior project for ARCH 400. Department faculty will review the proposal with three possible outcomes: approval to honors candidacy; request for a

revised proposal to be considered for honors candidacy; or rejection of the proposal. Students approved to pursue honors will register for ARCH 495 in the Spring semester. A determination by the department faculty that the senior thesis work from ARCH 400 and ARCH 495 is "exceptional" is the primary basis for awarding honors to graduating seniors at the end of the spring semester. The faculty will also consider the student's successes in the major during their time at Dickinson.

We strongly recommend that a student interested in pursuing honors consult with their advisor during their junior year to consider possible projects. Some of the strongest honors projects emerge from field or laboratory work initiated in prior coursework, study abroad, or field experiences.

Opportunities for off-campus study

Field experience in archaeology is an important component of the Archaeology major/minor. We encourage participation in summer archaeological field schools, museum internships, and other hands-on research opportunities. The Field/Lab Requirement ensures that all Archaeology majors have an opportunity to experience archaeological field work, laboratory research, or museum work first-hand, domestically or abroad. This may come through field work/study abroad programs carried out by Dickinson faculty, or by approved opportunities through other institutions. Information about and approval of eligible field schools should be sought through the student's advisor.

Ancient & Modern Foreign Languages

At least two semesters of Latin or ancient Greek are required for those choosing the Classical Art and Archaeology area emphasis. Recommended modern foreign languages include any of the following: Spanish, German, French, Modern Greek, or Italian. Four semester courses of a recommended ancient or modern foreign language may be counted collectively as one (maximum allowed) of the four elective courses toward the Archaeology Major.

Co-curricular activities/programs

Archaeology Club
The Archaeology Club meets weekly to discuss topics in archaeology and to plan activities related to archaeology. Past activities have included campus events for International Archaeology Day (mock excavations and artifact analysis), flint knapping and atlatl experiments, cooking ancient recipes, ceramic workshops, movie nights, and visits to museum exhibits in nearby cities (Philadelphia, Washington DC, etc.)

Anthropology and Archaeology Majors Committee
Majors can join the Majors Committee, which is a student organizing arm of the department. Students on the majors committee help interview job candidates; contribute to discussions about the department and the majors; contribute to faculty reviews; and organize special programming, activities, and events with the department. The majors committee helps coordinate efforts between the department and the students involved in the Anthropology Society, Archaeology Club, and Human Cultures House. Students who join the majors committee tend to care about the department and their experiences at Dickinson and want to help make these experiences and the department even better.

Human Cultures House
The department helps to support a Special Interest House for Anthropology and Archaeology Majors. Students living in the house study together and bring classroom and campus discussions about human cultures to their living spaces. The house also hosts BBQs and events with students and department faculty.

Archaeological Institute of America (AIA) Lectures
Dickinson College hosts two AIA lectures each year. The lectures are given by distinguished archaeologists working around the world on a variety of major topics in the field. In addition to attending the lectures, students often have an opportunity to meet the speaker during an informal gathering. Students learn about the guests' research and teaching and can ask questions about opportunities for research and practical experience.

Courses

110 Archaeology and World Prehistory
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.
This course is cross-listed as ANTH 110.
Attributes: ENST Env Stud Spec (ESSP), Food Studies Elective, Global Diversity, Social Sciences

120 Greek Art & Archaeology
A general introduction to the art and archaeology of ancient Greece from Prehistoric to Hellenistic times: Bronze Age civilizations (Cycladic, NE Aegean and Trojan, Minoan,

Helladic/Mycenaean); Protogeometric, Geometric, Archaic, Classical, and Hellenistic Greece. A survey of architecture (temple, secular, funerary), sculpture, vase-painting, monumental painting, metalwork, and minor arts of these periods, both on mainland Greece and in the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily); comparative study of typological, iconographical, stylistic, and technical aspects and developments; styles and schools, regional trends. Historical contextualization of ancient Greek art and brief consideration of socio-economic patterns, political organization, religion, and writing. Evaluation of the ancient Greek artistic legacy and contribution to civilization. Field trips to archaeological collections and Museums.
This course is cross-listed as CLST 221. Offered every fall.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, ARTH Ancient Art, Arts

130 Roman Art and Archaeology
A general introduction to the art and archaeology of the Roman world from the Late Republic to the 4th century AD. A survey of architecture (temple, public, domestic, palatial, funerary), monumental painting, sculpture, metalwork, and minor arts of these periods in Italy and the rest of the Roman world; particular emphasis on Rome, Pompeii, Herculaneum, Ostia, Greece/Asia Minor, and North Africa. Comparative study of typological, iconographical, stylistic, and technical aspects and developments; regional trends and foreign influences. Historical and cultural contextualization of Roman art and architecture with consideration of socio-economic patterns, political developments, religion, and writing.
This course is cross-listed as CLST 224. Offered occasionally.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, ARTH Ancient Art, Arts

200 Selected Topics in Archaeology
Courses offered on an occasional basis that cover special periods, methods or topics in archaeology not dealt with in the rest of the curriculum.
Prerequisite: course in arts, humanities or social sciences, depending upon topic.
Attributes: ARCH Area A Elective, ARCH Area B Elective

202 Reality, Idealism, Beauty, and Power: Topics in the Art & Architecture of Ancient Greece and Rome
How can we understand the representation of reality, idealism, beauty, and power in the cultures of ancient Greece and Rome through studying their art and architecture? How can these issues in ancient art illuminate our understanding of the visual and structural

expression of human experience? In this course, we will examine major monuments in painting, sculpture, and architecture in both cultures from a variety of interpretive perspectives through which they have been addressed in primary sources and scholarly literature. Students will study and analyze textual, art-historical, and archaeological "readings" of these monuments and compare the strengths and weaknesses of the authors' arguments in terms of methodological approach and evidence. In addition, the authors' cultural assumptions, interpretive premises, and ideological goals (if any) will also be addressed in attempting to understand how these works of art have acquired a particular meaning over time and what constitutes that meaning. Students will also acquire competency in recognizing and analyzing diverse stylistic initiatives and their aesthetic significance.
This course is cross-listed as ARTH 202. Offered every year.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, ARTH Ancient Art, Arts

206 Museum Studies
Introduces students to the history, theory, practice, and politics of American museums. The course examines museums' historical relationships with colonization and considers issues of nationalism, audience accessibility, curatorial activism, and social justice initiatives in the US. Case studies consider controversies and changes in museums, including: the creation of national museums, artists as activists, censorship and the culture wars, and art and identity politics, specifically how gender, race, class, sexuality, ethnicity, religion, feminism, and disability might determine inclusion in or access to exhibitions. This course is open to all students and is especially relevant to those studying the arts, history, archaeology, American Studies, and public policy.
This course is cross-listed as ARTH 206. Offered every year.
Attributes: Arts

210 Epics and Empires: Art and Archaeology of the Mediterranean Bronze Age
The Mediterranean Bronze Age (3300-1200 BCE) was a time of intense connectivity and interaction. Long-distance trade connected the eastern Mediterranean to Africa and Asia, diplomatic alliances shaped regional politics, early writing facilitated the beginnings of epic literature, and vast empires emerged around capital cities, ruled by royal households and powerful religious figures. After 2000 years of innovation and prosperity, this complex world fell apart in just a few decades—a drastic collapse still fiercely debated by archaeologists. This course considers the archaeology of an interconnected Bronze Age, including the cultures of ancient Egypt, Anatolia, Mesopotamia, the Levant, and the Aegean. A comparative approach highlights the shared characteristics of these early empires and the important exchange of objects and ideas between some of the most well-

known cultures of the ancient world.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, ARTH Ancient Art, Arts

218 Geographic Information Systems
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.
Three hours per week. This course is cross-listed as ENST 218 , GEOS 218 and GISP 218.
Attributes: ARCH Area A Elective, ARCH Area B Elective, Biology Elective, ENST Foundations (ESFN), Quantitative Reasoning, Sustainability Connections

260 Environmental Archaeology
The study of the human past requires knowledge of the biological and geophysical systems in which cultures developed and changed. This course explores past environments and the methods and evidence used to reconstruct them. Emphasis is on the integration of geological, botanical, zoological, and bioarchaeological data used to reconstruct Quaternary climates and environments.
This course is cross-listed as ANTH 260. Offered every two years.
Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Society (ESSO), Food Studies Elective, Global Diversity, Social Sciences

261 Archaeology of North America
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.
This course is cross-listed as ANTH 261. Offered every two years.

Attributes: AMST Struct & Instit Elective, ARCH Area B Elective, ARCH-Arch, Anth & Environment, Social Sciences, US Diversity

262 South American Archaeology

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?

This course is cross-listed as ANTH 262 and LALC 262.

Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Env Stud Spec (ESSP), Global Diversity, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT Elective, Social Sciences, Sustainability Connections

290 Archaeological Methods

This course focuses on archaeological field and laboratory methods through readings, lectures, and hands-on experiences and the data these practices generate. It will cover the essential field methods employed in archaeological survey (pedestrian, aerial, and geophysical) and excavation. This will include the fundamentals of documentation including note-taking, drawing, photography, and map-making. It will also introduce how archaeologists organize and analyze the large quantities and wide range of data recovered in these processes with particular attention to the use of computer databases, especially Geographic Information Systems (GIS). It will provide a general overview of different types of laboratory analysis including lithics, ceramics, metals, plant and animal remains, and discuss the available dating methods. Students will have the opportunity to practice many of the field and lab methods in the Simulated Excavation Field (SEF), and, when available, archaeological sites in the Cumberland Valley. Through these experiences and interactions with a range of archaeological datasets, students will learn how the archaeological record is formed and what its patterns can teach us about ancient human livelihoods. Finally, students will learn to synthesize and present the results of field and laboratory research in reports, a critical genre of writing in the discipline.

This course is cross-listed as ANTH 290. Prerequisites: Any ARCH course at 100- or 200-level.

Attributes: ANTH Research in Anthro Course, Writing in the Discipline

300 Archaeological Theory and Interpretation
This course explores the concepts and theories archaeologists employ to develop interpretations about and reconstructions of past societies. It examines the history of archaeological inquiry from amateur collecting to a profession and science dedicated to the systematic discovery and analysis of material remains and their interpretation. It will explore different traditions of archaeological inquiry particularly in Europe and the study of Classical archaeology and in the Americas with its roots in anthropology. Students will become conversant with contemporary trends in archaeological theory in both areas from evolutionary, ecological, and systems theory perspectives to agent-based approaches that consider gender, power, and daily practices in shaping past societies. Finally, students will engage with pertinent ethical issues surrounding archaeological patrimony.
Prerequisite: ARCH 290. This course is cross-listed as ANTH 300. Offered every Fall.
Attributes: Social Sciences, Writing in the Discipline

318 Advanced Applications in GIS
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.
Prerequisite: 218 or ENST 218 or GEOS 21 8 or GISP 218 or equivalent GIS experience. Three hours of classroom per week. This course is cross-listed as ENST 318, GEOS 318 & GISP 318. Offered every two years.
Attributes: Biology Elective, ENST Applications (ESAP), Quantitative Econ Elective, Sustainability Connections

331 Human Evolution
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.
Prerequisite: Any of the following: ANTH 100, 101, 110, 225, 227, 229, or BIOL 100-level course Offered every spring.
Attributes: ANTH Biological Anth Elective, ARCH Area B Elective, ARCH-Arch, Anth & Environment, NRSC Non-Div 3 Elective, Writing in the Discipline

345 Advanced Topics in Archaeology
Courses offered on an occasional basis exploring thematic, theoretically informed topics

not otherwise given in-depth coverage within the Archaeology curriculum, such as food and foodways, archaeology and nationalism, urban archaeology.
Pre-requisites: Dependent upon topic.

395 Archaeological Field Studies
Application of the fundamentals of archaeological survey, excavation and the laboratory processing and cataloging of artifacts.
This course is cross-listed as ANTH 395.
Attributes: ARCH Area B Elective

400 Senior Colloquium
This course for senior archaeology majors, offered every spring, explores the latest themes and seminal publications shaping the discipline. Common readings are selected based on recent scholarship and student interests. These ideas then inform individual capstone projects designed around student-selected research topics. Research projects may include the analysis of archaeological data and other relevant primary sources to form new interpretations as well as the communication of scholarly research to non-academic audiences.
Prerequisite: 290 and at least one ARCH 300-level course.

495 Senior Thesis
Senior archaeology majors who qualify with a cumulative GPA of 3.7 or higher by the end of the junior year and are approved by the department as honors candidates can take this course during the spring semester of their senior year. This course involves writing a senior thesis based on original research such as fieldwork or laboratory research substantively beyond what students complete in ARCH 400, and the thesis is the primary consideration for departmental honors.
Prerequisite: 400.

Art & Art History

Learning Outcomes

Upon graduation from Dickinson, Art & Art History majors - Art History option will be able to:

- demonstrate mastery over specific works, figures, styles, and periods in the history of the arts;
- accurately interpret images and objects in their contexts, with regard to specific art-historical methodology;

- critically examine the arts and visual culture, to write and speak about them with analytic clarity, precision, and richness.

Upon graduation from Dickinson, Art & Art History majors – Studio Art option will be able to:

- employ technical skills and a depth of material knowledge and conceptual qualities that are relevant to their chosen medium(s);
- demonstrate breadth of material knowledge and techniques, working across both 2-D and 3- D disciplines;
- contextualize their work and the work of their peers through ongoing study of relevant art historical and contemporary practices. Students will be able to articulate how works can be understood in relation to existing and emerging histories of making and thinking about the visual arts;
- develop a self-directed studio practice built on the active questioning of formal and conceptual concerns. In so doing, they will build a body of work that is reflective of sustained iteration in and amongst the feedback of a critical and supportive creative community.

Major

Art History option: 12 courses including 101, 102, 108; one course in studio (any level); one course in Ancient Art, either 202 or either ARCH 120, 130 or approved course from a Dickinson study abroad program or partner program; one course in Renaissance Art, either 300 or approved course from a Dickinson study abroad program or partner program; one course above the 100-level in Asian art; 313 or 314; 407; and three electives in art history. ARCH 210, 221, 222, or 223 will fulfill elective requirements. Art history majors are also encouraged to consider internships or independent studies, as well as student/faculty collaborative research, directed towards future interests within the discipline; and to take German, French, Italian, Chinese or Japanese, if they are considering graduate work in Art History.

Studio Art option: 12 courses including one class from each of three course groups; two additional classes from one of the three groups (one of those classes must be at the 300+ level); two art history classes; 410 and 411; and three additional studio art electives. Seniors in studio art are required to make a public presentation on their thesis work in their final semester. Students electing to major in studio art are encouraged to take more studio art and art history courses than required.

ONE course from group 1 classes (image making from observation). Choose from: ARTH 121, 227, 228, 230, 321, 326, 327, 330, 335 or any appropriately designated special topics class.

ONE course from group 2 classes (image making and technology). Choose from: ARTH 120, 131, 320, 331 or any appropriately designated special topics class.

ONE course from group 3 classes (sculptural practices). Choose from: ARTH 123, 130, 224, 226, 235, 323, 325, or any appropriately designated special topics class.

TWO additional "area of focus" studio courses from either group 1, group 2, or group 3 above. Both courses must be from the same group. At least one of these two courses must be taken at an advanced level (300+).

TWO Art History courses, including ONE 100-level course and ONE additional Art History course at any level. Studio Art majors are encouraged to fulfill their WID requirement by enrolling in an appropriate upper-level Art History course.

The TWO course, yearlong Senior Seminar sequence: ARTH 410 and 411. These courses cannot be taken out of sequence. Students enrolled in ARTH 410 may also be required to be concurrently enrolled in an advanced level studio art class in their area of focus to ensure facility access in support of thesis work.

THREE additional studio art electives. One of these electives may be fulfilled with an additional Art History class.

Minor

A 100-level art history course, a 100-level studio art course (or ARTH 221, 224 or 226), plus any four additional courses in any combination. **Note - due to course overlap, students who are majoring in Art & Art History cannot minor in Art & Art History.**

Suggested curricular flow through the major

Rather than specify courses in a specific order semester by semester, the following are general guidelines regarding the trajectory of the major. First and second year students should focus on introductory (100-level) and intermediate (200-level) courses that provide a foundation for advanced study during the junior and senior years. Upon declaring the major students should meet with advisors to map a path through the major that aligns with specific goals and interests while providing a range of knowledge. Please be aware when you plan your courses through the four years that some requirements are

offered in specific semesters, for example, Art History 101 is only offered during the fall semester.

Senior Seminars

The Art History Senior Seminar, 407, is taken during the fall semester of senior year. The Senior Studio Art Seminar consists of two courses, 410 in the fall and 411 in the spring. Both courses must be taken sequentially during senior year in order to complete the major in studio art.

The senior seminars in art history and studio provide intensive capstones to the major. They involve an integrated, professional-level experience wherein students in art history curate a formal exhibition in The Trout Gallery accompanied by a published, scholarly catalogue containing original research and essays. Studio majors undertake an analogous exhibition in The Trout Gallery that showcases a body of work produced over the course of senior year and is accompanied by a catalogue with images and artist statements. For further information, see the A&AH web site.

Independent study and independent research

Independent study courses are undertaken through consultation with an Art and Art History department advisor and potential instructor of the course. A proposal of the topic and program of work must be submitted to the instructor for approval.

Honors

Department of Art & Art History majors may seek Honors, the highest academic award a department can bestow.

For the art history concentration, honors may be pursued by the invitation of department faculty following self-nomination the spring of their junior year to undertake a year-long independent study with an advisor. A Departmental GPA of a minimum 3.3 at the time of application. During the Summer after the Junior Year, each applicant submits a 2-page proposal that outlines an independent research project significantly above the level of required courses, and which asks the Department for permission to enroll in Independent Research during both the Fall and Spring semesters of the Senior year. These courses will count toward graduation and will receive grades, regardless of the outcome of the Honors project. If the student's proposal is accepted by the Department, the student is identified as a Candidate for Honors. Each Candidate will work with a Departmental advisor (and other Department faculty, as appropriate) throughout the Senior year, and will produce a research paper. At a designated time during the Spring of the Senior year, each candidate will submit a final paper, at least 30 pages in length, which is bound and kept on file in

the Art & Art History Department and the College Archives. The student will also make an appropriate formal public presentation of the research (that is, a lecture on the topic). Normally, all members of the Art & Art History Faculty attend each such presentation. The candidate must be prepared to defend all aspects of the work at this presentation.

Honors in the studio art concentration is awarded to students having produced a body of thesis work exemplifying formal and conceptual excellence. In order for studio art students to qualify as candidates for honors, they must have a 3.7 GPA, in the major, at the end of the first semester of senior year. Students meeting this criteria will be considered official candidates for honors. Upon the completion of senior gallery talks in support of The Trout Gallery thesis exhibition, studio art faculty will determine if the quality of a candidates thesis work merits the distinction of honors. Honors in studio art is assessed by considering the depth and rigor of the investigation that takes place during senior year. The ability to successfully connect conceptual and formal elements in the body of work, in addition to positioning the work within the context of historical and contemporary approaches is critical. Evolution, the willingness to take risks in an attempt to push beyond convention, and the ability to produce a cohesive body of resolved work will guide faculty members final decision.

Internships

The Department of Art & Art History can organize internships for advanced students through The Trout Gallery and other regional museums, galleries, art associations, commercial galleries, and architectural firms. In the past, art history majors have undertaken museum internships at The Metropolitan Museum, the Philadelphia Museum of Art, the Walters Art Gallery, The State Museum of Harrisburg, and the Springfield (MA) Museum of Fine Arts, among others. Studio and art history majors have also interned at commercial galleries in Philadelphia, Harrisburg, and New York City and some these internships have included conservation and restoration work.

Opportunities for off-campus study

The Art & Art History major was designed to allow students to spend a year or semester studying abroad during their junior year. Students planning on going abroad should meet with their advisor as early as possible, so that they can map out a path through the major. This is especially important for any student that is attempting to double major in addition to going abroad. The advising guide specifies courses that should be completed before leaving campus.

To study abroad in art history for a full year, the department suggests that students have completed at least four art history courses consisting of two at the intro level and two courses at the upper level (one must be a 300-level course); one intro and three courses at the upper level are also acceptable. For a semester abroad, a minimum of three classes is recommended, including one intro and two at the upper level. To study abroad in studio art for a full year, three studio courses and one art history are suggested; for a semester, two studio courses and one art history.

The Department of Art & Art History has two official partner programs that are highly recommended for majors looking to study abroad. For art history, the Syracuse University program in Florence, Italy is recommended and for studio art, the Temple University program in Rome, Italy. Both programs are considered top abroad programs in their areas of focus and offer a diverse range of courses. For students going on other Dickinson programs and partner programs it might be possible to find an art history or studio course, but certain programs have limitations in the study of art and this is not always possible. Thorough research and consultation with your academic advisor, and director of the specific abroad program, is required to determine what possibilities might exist.

For information regarding the suggested guidelines, please feel free to contact an Art & Art History faculty member. Students not following these guidelines may still be able to study abroad and complete the major, but will likely face a highly demanding senior year.

Co-curricular activities/programs

The Department of A&AH has extensive programming as part of its academic structure: guest lectures, visiting artists, resident artists, collaboration with The Trout Gallery, field trips, exhibitions in The Goodyear Gallery, Trout Gallery, and Gallery Weiss 204, among others.

Courses

The following course is offered in Bologna:

132 The Arts of Italy
Offered in Bologna, Italy. An introduction to the major visual traditions of the Italian peninsula from antiquity to the end of the 18th century, combined with the basic art historical methodologies necessary to their understanding. Focus will be on the relationship of visual materials to their intellectual, social, and religious underpinnings, with special emphasis on the artistic traditions and monuments of Bologna. Lectures, discussion, and site visits provide the opportunity to understand artistic production in its larger cultural context. In addition to regular class meetings for lecture and discussion,

required group excursions in and around Bologna will be scheduled occasionally on Fridays or Saturdays.
Attributes: Arts

The following courses are offered in Toulouse Summer Session:

261 Architecture and the Figure
France Summer Session. Drawing from the architecture of southwestern France with an emphasis on the figure and its role in establishing scale, movement and narrative.
Prerequisite: 122 or the equivalent, or permission of the instructor.

262 Painting 'en plein air'
France Summer Session. A second-level painting course concentrating on the concepts and practice of painting in the landscape. We will deal with the use of color, space, light and interpretive problems of working on site.
Prerequisite: 122 and 227 or the equivalent, or permission of the instructor.

Art History Courses

101 An Introduction to the History of Art
This course is a critical survey of western art beginning with the Ancient Near East (approximately 4000 B.C.) through the Gothic period in Europe (early 1300s). Emphasis will be placed on the analysis of style, subject-matter, and function within an historical context, and especially on the student's ability to develop skills in visual analysis. Developing appropriate vocabularies with which to discuss and analyze works of art and imagery will also be stressed, along with learning to evaluate scholarly interpretations of them.
Attributes: ARCH -Mediterranean Arch Elect, Arts, MEMS Elective

102 An Introduction to the History of Art
This course surveys art of the European renaissance through the contemporary period. Art will be examined within the historical context in which it was produced, with attention to contemporary social, political, religious, and intellectual movements. Students will examine the meaning and function of art within the different historical periods. In addition, students will learn to analyze and identify different artistic styles.
Attributes: Arts, MEMS Elective

108 Arts of East Asia
This course introduces students to a selection of objects and sites that elicit new modes of cultural perception and insight into the artistic cultures of China, Korea, and Japan. Loosely arranged in a chronological order, each week is devoted to in-depth examination

of a different type of object, medium, and format. The diverse mediums (sculpture, ceramics, metalwork, lacquer, prints, painting, calligraphy, photography, performance, and architecture) and the long historical span covered in class will chart how culture traveled within East Asia, and later, globally, as well as each culture's distinctive methods of adaptation over time. Major themes include the relationship between artistic production and sociopolitical and socioeconomic development, cultural exchange, aesthetics, impact of religion, power and authority, gender, and issues of modernity. Lectures are supplemented by viewing sessions in the Trout Gallery.
This course is cross-listed as EASN 108.
Attributes: Arts, East Asian Humanities Elective, Global Diversity, Humanities

202 Reality, Idealism, Beauty, and Power: Topics in the Art & Architecture of Ancient Greece and Rome
How can we understand the representation of reality, idealism, beauty, and power in the cultures of ancient Greece and Rome through studying their art and architecture? How can these issues in ancient art illuminate our understanding of the visual and structural expression of human experience? In this course, we will examine major monuments in painting, sculpture, and architecture in both cultures from a variety of interpretive perspectives through which they have been addressed in primary sources and scholarly literature. Students will study and analyze textual, art-historical, and archaeological "readings" of these monuments and compare the strengths and weaknesses of the authors' arguments in terms of methodological approach and evidence. In addition, the authors' cultural assumptions, interpretive premises, and ideological goals (if any) will also be addressed in attempting to understand how these works of art have acquired a particular meaning over time and what constitutes that meaning. Students will also acquire competency in recognizing and analyzing diverse stylistic initiatives and their aesthetic significance.
This course is cross-listed as ARCH 202.Offered every year.
Attributes: ARCH Area A Elective, ARTH Ancient Art, Arts

204 American Art: Power, Place, Identity
This course begins with the earliest depictions of indigenous people by European explorers and expands to consider how artists responded to the colonization and domestication of North American land. It considers how tensions around slavery in nineteenth-century American imagery played out differently across audience, medium and context and how slaves resisted narratives of white dominance and oppression. It also examines the impact of urbanization, immigration and the rise of consumer culture on the content and circulation of art, concluding with the social dislocation of the 1930s Depression and the onset of WW2. Students can expect to leave the course with a more

complex understanding of American identity and cultural politics, while also developing crucial skills in critical reading, writing and visual analysis across a range of artifacts and media.<
Attributes: AMST Representation Elective, Arts, Sustainability Connections, US Diversity

205 Topics in Art History
An intermediate-level study of selected topics in the history of art and architecture.
Prerequisites: prerequisites as appropriate to topic.
Attributes: Arts

206 Museum Studies
Introduces students to the history, theory, practice, and politics of American museums. The course examines museums' historical relationships with colonization and considers issues of nationalism, audience accessibility, curatorial activism, and social justice initiatives in the US. Case studies consider controversies and changes in museums, including: the creation of national museums, artists as activists, censorship and the culture wars, and art and identity politics, specifically how gender, race, class, sexuality, ethnicity, religion, feminism, and disability might determine inclusion in or access to exhibitions. This course is open to all students and is especially relevant to those studying the arts, history, archaeology, American Studies, and public policy.
Offered every year. This course is cross-listed as ARCH 206.
Attributes: Arts

209 The Japanese Woodblock Print
This course provides a thorough introduction to the woodblock print –Japan's most celebrated artistic medium—from its emergence in the mid-17th century to the modern era. Technical developments, major genres, and master designers are explored within the context of the print's relationship to the urban culture of early modern and modern Japan. Topics including censorship, theatricality, the representation of war, nationalism, and Japonisme. Special emphasis is placed on an examination of habits of pictorial representation and protocols of viewing unique to the Japanese print medium. Lectures are supplemented by viewing sessions in the Trout Gallery.
This course is cross-listed as EASN 209.
Attributes: Arts, East Asian Humanities Elective, Global Diversity

210 Buddhist Art in East Asia
How are narratives transformed from texts into images? How are images brought to life, becoming more than mute blocks of stone or colors on paper? How can we best reconstruct and understand these past visual experiences? Through classroom discussion and close examination of key East Asian Buddhist artworks, this course introduces

students to the unexpected conceptual interest within the cultural context of East Asia. Each week is devoted to the discussion of a particular keyword, beginning with the basics such as “Buddha” and “bodhisattva” and proceeding towards more specialized terms including “pure land” and “mandala.” In conjunction with the investigation of keywords in Buddhist art, we will also address theories of iconography, space, spectatorship, ritual, etc. The class will also view Buddhist artworks in the Trout Gallery.
This course is cross-listed as EASN 210.
Attributes: Arts, Chinese Humanities Elective, East Asian Humanities Elective, Global Diversity, Humanities, Japanese Humanities Elective

212 Michelangelo-Man & Myth
In this course, we will explore the figure and art of Michelangelo from a historiographic and critical perspective. Understanding his role as an artist and the effect of his art on his contemporaries and subsequent generations of artists, critics, and scholars through our own era will be a primary goal. Readings will be drawn from a variety of primary and secondary sources, and will include writings by Michelangelo himself, critical and theoretical commentaries, historical narratives, and art-historical interpretations. Conflicts within the scholarly community about how we might understand and reconstruct his life will also be addressed, as well as how the idea of the creative process was constructed and enacted during the Renaissance in Italy.
Prerequisite: 101 or 102, or permission of instructor.
Attributes: Italian St Visual Art & Repres, MEMS Elective

216 Goddesses, Prostitutes, Wives, Saints, and Rulers: Women and European Art 1200-1680
How has the representation of women been constructed, idealized, vilified, manipulated, sexualized, and gendered during what could be broadly called the “Renaissance” in Europe? How have female artists, such as Sofanisba Anguissola (1532-1625) or Artemisia Gentileschi (1593-1653), among others, represented themselves, men, and other familiar subjects differently from their male counterparts? How have female rulers, like Queen Elizabeth I of England, controlled their own political and cultural self-fashioning through portraiture? What role do the lives and writings of female mystics, like Catherine of Siena (1347-1380) or Teresa of Avila (1515-1582) play in depictions of their physical and spiritual identity? How was beauty and sexuality conceived through the imagery of mythological women, like Venus, or culturally ambivalent women, like courtesans and prostitutes? What kind of art did wealthy, aristocratic women or nuns pay for and use? Through studying primary texts, scholarly literature, and relevant theoretical sources, we will address these and other issues in art produced in Italy, France, Spain, Northern Europe, and England from 1200-1680. The course will be grounded in an understanding

of historical and cultural contexts, and students will develop paper topics based on their own interests in consultation with the professor. A screening of the documentary film, "A Woman Like That" (2009), on the life of Artemisia Gentileschi and a trip to the National Gallery of Art, Washington D.C. will take place during the second half of the semester.
Offered every year. This course is cross-listed as WGSS 215.
Attributes: Arts, MEMS Elective, WGSS Hist/Theories/Represent

219 Gender and Sexuality in Modern American Art
Gender roles and sexual identity are central to the transformations that define what it means to be "modern" in America between the late nineteenth- and mid-twentieth centuries. Artists across a range of media, including painting, sculpture, photography and printmaking, have engaged the ever-changing boundaries of male and female, straight and gay. They have taken up these boundaries in profound and ordinary ways, both in conscious and unintentional ways. Drawing upon recent scholarship in American art, this course analyzes the shifts in the work of artists from the lesser-known nineteenth-century gender-bending printmaker Ellen Day Hale to the visual culture surrounding the notorious Oscar Wilde and, in the twentieth century, the sexual politics of such famous artist couples as Georgia O'Keeffe and Alfred Stieglitz, Lee Krasner and Jackson Pollock, Jasper Johns and Robert Rauschenberg.
Prerequisites: 102 or WGSS 100 or AMST 201 or permission of instructor.
Attributes: AMST Representation Elective, Arts, US Diversity, WGSS Hist/Theories/Represent

252 Philosophy of Art
The discipline of aesthetics is primarily concerned with philosophical questions about art and beauty. This course will examine classic and contemporary Western discussions of such questions as, What is art? How can we determine what a work of art means? Are beauty and other aesthetic qualities subjective or objective? How should the quality of a work of art be assessed? Is there a general way to describe the creative process? What are the driving forces in the unfolding of art history? We will encounter such giants of the Western intellectual tradition as Plato, Aristotle, Hume, Kant, and Hegel, and also such contemporary figures as Arthur Danto, Richard Wollheim, and Kendall Walton.
Prerequisites: one previous course in art history, or permission of the instructor. This course is cross-listed as PHIL 252.
Attributes: Arts, Humanities, NRSC Non-Div 3 Elective

300 Artists, Audience, Patrons: Art & Architecture of the Italian Renaissance
This course examines painting, sculpture, and architecture in Italy from 1250 to 1570. The work of Giotto, Lorenzetti, Donatello, Masaccio, Brunelleschi, Ghiberti, Botticelli,

Leonardo, Raphael, Titian, and Michelangelo, among others will be addressed. Students will study the significance of style, subject-matter, function, patronage, and artistic practice within historical and cultural contexts, and will also address Renaissance interpretations and responses to works of art. Discussion of art-historical theory and criticism as well as Renaissance theory and criticism based in primary texts will be an intrinsic part of the course. Students will acquire the ability to analyze and interpret works of art from the period within the framework outlined above, and will gain a working knowledge of the most significant works and the meaning(s) they have acquired over time. Analysis of primary and secondary sources will be a central focus of the research project, and students will be expected to construct a clear and well-supported interpretive argument over the course of the semester. The course includes a field trip to the National Gallery of Art in Washington, D.C., which has the largest collection of Italian Renaissance painting outside of Europe.
Prerequisite: 101 or 102 or permission of the instructor. Offered every year.
Attributes: Italian St Visual Art & Repres, MEMS Elective, Writing in the Discipline

305 Topics on Modern Design in East Asia
Traditional Chinese and Japanese art and design served as an important source of inspiration for European modernism. But what happened to art and design within China and Japan during the modern period? Despite China's traditional stronghold in modular design and Japan's current prestige in design culture, the two countries faced incredible challenges during the late 19th and early 20th century as they struggled with their own cultures' pasts and the modern concept of art and design. This class offers a multidisciplinary approach to the study of modern East Asian art and examines how the concept of design emerged and developed in Japan and China in relation to both fine arts and industry in a broad cross-cultural nexus. While design connected modern China and Japan in ways unprecedented, the two cultures also adopted different design strategies defined by their respective cultural and historical conditions. The class is discussion based and is supplemented by a fieldtrip to Washington D.C.
Prerequisite: ARTH 108 or ARTH 209 or two art history or two non-language EASN courses.
Attributes: East Asian Humanities Elective, Global Diversity, Writing in the Discipline

313 Modern Art
This course surveys key artistic movements and styles in a period of roughly one hundred years, beginning with Realism in the 1840s France and ending with Abstract Expressionism in 1950s America. Much of the course focuses on painting, though discussions of architecture, design, sculpture and photography also play an important role. We begin with the question of what modernism is: When did it begin? What makes a

work of art "modern"? How is modernism different from what preceded it? Students learn to recognize, understand and discuss the defining features of modernism in its major manifestations, while also developing an understanding of themes such as the role of African art in modernism, the changing dynamics between the fine arts and popular culture, the role of technology as an influence on art, and the place of particular critics, galleries, and museums in shaping the discourses of modernism. Individual research projects give students the chance to explore a specific artist, style or theme in depth, while a field trip to National Gallery of Art and the Hirshhorn Museum in Washington D.C. provide an opportunity to see significant works of modern art firsthand. Assigned reading incorporate both secondary sources as well as artist's manifestos and aesthetic philosophies as primary source text.
Prerequisite: 102 or permission of the instructor.
Attributes: AMST Representation Elective, INST European Course, Writing in the Discipline

314 Contemporary Art
This course addresses a period of artistic production from the late 1960s to the present. It showcases key artists and artistic movements within a broad historical framework, highlighting major issues and important debates. Some of the themes discussed in the course include the changing nature of artistic practice in recent decades; the intersection of the body in contemporary art with issues of gender, sexuality, ethnicity and race; the role of art in public spaces; the rise of new media; the place of art within galleries, museums and other art-world institutions; the global nature of contemporary art; and art as an agent of protest and social change. Assigned readings include a variety of art historical analyses, artist interviews and writings, essays by art critics and other writers with backgrounds in such areas as philosophy, gender studies and critical race theory.
Prerequisite: 102 or permission of the instructor.
Attributes: AMST Representation Elective, US Diversity, Writing in the Discipline

375 Beauty
Perhaps no term is as variously interpreted or as hard to define as "beauty." At one time, beauty was treated as among the ultimate values, along with goodness, truth, and justice. But in the last century or so it has been devalued, equated with prettiness or meaningless ornamentation. It has been quite out of fashion in art since the late nineteenth century. But one cannot understand much of the art of the Western tradition without understanding it as the attempt to make beautiful things, and without understanding what that goal meant in the cultures in which it had currency. And of course even now most people would not want to be without dimensions of beauty in their lives. We will look both at classic and contemporary attempts to answer such questions, and try to heighten our own

appreciation for the beauty in the arts and in the world.
Prerequisites: one previous course in art history or permission of the instructor. This course is cross-listed as PHIL 275.
Attributes: Arts, Humanities, NRSC Non-Div 3 Elective

391 Studies in Art History
Studies in selected topics of the history of art and architecture. The content of each course will be altered periodically.
Prerequisite: 101 and 102 or permission of the instructor.

407 Art History Senior Seminar
An intensive seminar wherein students conduct original research on selected works of art as part of curating a formal, public exhibition in The Trout Gallery. Research is directed towards interpretive essays that go through multiple writing revisions, resulting in a published exhibition catalogue edited by the seminar faculty member and Trout Gallery Staff, and designed by Dickinson College Design Services Staff. Students work collaboratively as curators and contributors to the catalogue, and undertake a professional-level experience, most often reserved for graduate study or museum professionals. All of the senior majors' art historical knowledge and critical skills will be put to use in the Senior Seminar with the goal of further refining their ability to conduct advanced research and formal, polished writing.
Prerequisite: Senior Art History majors only.

Studio Art Courses

120 Introduction to Photography
An entry-level course in black-and-white photography emphasizing theory, history, and practice. Students learn how to create images, use cameras, develop film and make prints using conventional darkroom processes. Students will also be introduced to Photoshop as well as the basics of scanning and digital printing.
Attributes: Arts

121 Fundamentals of Composition and Drawing
Working from observation and using a variety of media, this basic studio drawing course will explore issues common to both representational and non-representational art. This course serves as the foundation to upper-level two-dimensional offerings.
Attributes: Arts

123 Fundamentals of Sculpture
A studio course covering basic elements of three-dimensional composition and sculpture.

Students will construct sculptures examining a range of media and fabrication techniques.
Attributes: Arts

124 Wheelwork Ceramics
A studio course exploring expressive possibilities offered by the potters wheel. Students will examine both utilitarian and sculptural aspects of the medium. A variety of clays, glazes and firing approaches will be examined.
Attributes: Arts

126 Ceramic Sculpture
This introductory course examines the principal attributes of sculpture with a focus on clay as the primary fabrication material. Students will examine a range of firing, glazing, and construction techniques.
Attributes: Arts, ENST Humanities/Arts (ESHA), Sustainability Connections

130 Art and Sustainability
This course promotes themes of sustainability and social engagement as the catalyst for artmaking. Primarily investigated through the design and construction of sculptures, installation art or other creative acts, students will explore creative practices exemplified by land art, social practice art, collaborative art, and social sculpture, among others.
Attributes: Arts, ENST Humanities/Arts (ESHA), Sustainability Connections

131 Digital Studio 1: Image Manipulation and Experimental Processes
This course will focus on 2-dimensional studio processes in the digital environment. It will also explore how digital processes can be used in conjunction with traditional processes like drawing, painting, and printmaking. The initial goal of this class will be to gain a thorough understanding of Adobe Photoshop for image manipulation. As the semester progresses, the class will explore uses of digital technology in contemporary art practice, including experimental processes.
**Please note: this is not a photography course, some photo related processes will be part of the class, but those students looking for a more traditional approach to photography should consider the 221 Intro to Photography class.*
Attributes: Arts

160 Special Topics in Studio
Selected techniques and concepts in studio, taught at the introductory level. The content of each course will be altered periodically.
Attributes: Arts

227 Fundamentals of Painting
A basic studio course exploring the techniques, practices and history of painting and

theories of color. Working from observation, subject matter will range from still-life and landscape to architecture and the figure.
Prerequisite: 122 or permission of the instructor.

228 Printmaking Survey
A studio course in which students will gain a working knowledge in each of the three major areas of printmaking: intaglio, lithography, and relief-printing.
Prerequisite: 122 or permission of the instructor. Repeatable, with permission of instructor.

230 Life Drawing
The course will be devoted to working from the human form during which the students will be expected to develop a sense of two-dimensional line and three-dimensional illusionistic form through the use of such graphic media as pen and ink, pencil, charcoal, Conté crayon, etc.
Prerequisite: 122 or permission of the instructor.

235 Post Studio Projects
This course explores contemporary artistic methods that compliment traditional studio practices. Emphasizing interdisciplinary and non-media specific approaches, students will engage in site-specific, collaborative, and conceptual projects that challenge the boundaries of medium, material, and space. Through a combination of research, discussion, critique, exhibition, performance, and documentation, students will develop creative works that respond to diverse contexts —ranging from public spaces to digital platforms. The course encourages critical thinking about the role of the artist in a dynamic cultural and visual landscape.
Repeatable, with permission of instructor.
Attributes: Arts

260 Special Topics in Studio Art
Selected techniques and concepts in studio, taught at the introductory to intermediate level. The content of each course will be altered periodically.
Prerequisites: depending on topic or permission of the instructor.
Attributes: Arts

320 Advanced Photography & Imaging
An advanced course enabling students to explore advanced photo-based techniques, experimental problems, and aspects of contemporary and historical practice in photographic-based image making.

Repeatable, with permission of instructor. Prerequisite: 221, or permission of the instructor. Repeatable, with permission of instructor.

321 Advanced Drawing
A studio course to explore further, those issues covered in 122, but focusing on the creation of light and space. Landscape, architecture, still-life and the model will serve as subject matter. A large variety of media will be used, including pastel, monotype, ink, acrylic paint and charcoal.
Prerequisite: 122 or permission of the instructor. Repeatable, with permission of instructor.

323 Advanced Sculpture
Various sculpture media and studio processes will be explored including welding, casting, mold making, installation art, and expanded media as appropriate. An emphasis will be placed on technical and conceptual development to realize individual creative expressions.
Repeatable with permission of instructor. Prerequisite: 123.

325 Advanced Ceramics
This advanced level ceramics course focuses on individual project development with processes utilizing the wheel and hand-building. Substantial glaze testing will build class color palettes in a range of firing temperatures and atmospheres. This course will allow for focused discussion and critiques on using clay as an expressive medium. This course will include discussion on topics such as: the use of ceramics in contemporary and historical artworks, participatory art, ephemeral art, and installation art.
Prerequisite: ARTH 224, 226 or permission of instructor. Repeatable, with permission of instructor.

326 Intaglio Printmaking
An in-depth exploration of etching, engraving, aquatint and other techniques of drawing on, and printing from metal plates. Photo-etching and working in color will also be covered.
Prerequisite: 122 or permission of the instructor. Repeatable, with permission of instructor.

327 Advanced Painting
A second-level studio painting course concentrating on the figure, and covering advanced techniques, alternative materials, and aspects of contemporary and historical practice.
Prerequisite: 227. Repeatable, with permission of instructor.

330 Advanced Life Drawing
Advanced problems and issues in drawing the human form.
Prerequisite: 230 or permission of the instructor.

331 Digital Studio 2: Time-Based Process
This course will allow students to explore time-based approaches to making art with a focus on the moving image and sound. Topics will include short film, animation, experimental film, and installation art. This course will be beneficial to students working at an advanced level and are interested in the possibilities time-based mediums can bring to their process. The work of artists and media specific art trends, from the 20th century to the present, will provide a working model for the course. Process and making will be the main focus, and students will be encouraged to consider the relationship between digital processes and traditional mediums such as drawing and sculpture. Students will gain a thorough understanding of editing in Apple's Final Cut Pro.
Prerequisites: ARTH 120 or 121 or permission of instructor. Repeatable, with permission of instructor.

335 Lithography
A studio course exploring the art, techniques, and history of drawing and printing from the stone. Metal plate, color, and photo-lithography will also be explored.
Prerequisite: 122 or permission of the instructor.

360 Special Advanced Topics in Studio Art
Selected advanced studio techniques and concepts. The content of each course will be altered periodically.
Prerequisites: two studio art courses at the 100- or 200-level, or permission of the instructor.
Attributes: Arts

410 Senior Studio Seminar, Part 1
The first in a two-course sequence required for senior studio art majors. Critiques of students' work will include examination of timely topics in the visual arts and the relationship of the artist to society. Critiques, selected critical readings, museum visits and visiting artists will provide the basis for discussion.
Prerequisite: Majors only or permission of instructor. Co-requisite: One studio course.

411 Senior Studio, Part 2
Second half of the required, yearlong capstone for senior studio art majors. This course will continue with the critique-based model of independent studio practice as established in the first semester. The main focus of this course will be completing a fully developed

body of thesis work for exhibition in the Trout Gallery, and the production of a supporting catalog.
Prerequisite: 410

122 Fundamentals of Composition and Drawing
Working from observation and using a variety of media, this basic studio drawing course will explore issues common to both representational and non-representational art. This course serves as the foundation to upper-level two-dimensional offerings.
Attributes: Arts

Astronomy

See Physics & Astronomy

Biochemistry & Molecular Biology

Learning Outcomes

Upon graduation from Dickinson, Biochemistry & Molecular Biology majors will be able to:

- apply and integrate the fundamental concepts of biology and chemistry to explain the key principles of and solve problems in biochemistry & molecular biology;
- perform and analyze experiments using modern chemical and biological techniques;
- communicate scientific concepts, experimental results, and current literature in biochemistry and molecular biology

Major

Biology: 131 and 132, 216, and one of the following: 416, 417, 418, 419, 425 or 433

Chemistry: 131, 132, 241, and 242 (OR 141, 241, 242); Elective: 490
Biology 343, Chemistry 342; Elective: Biology 313 or 326 OR Chemistry 243 or 244

Mathematics: 170; a second course in Mathematics (except 151); a Special Topics course (MATH 201, 202, 301, 302, 401, 402) requires the approval of the BCMB Program.

Physics: 131 or 141, 132 or 142

In addition to the required course work, a number of other relevant courses are taught by the Biology and Chemistry departments, and it is recommended that students explore these offerings in order to broaden their expertise and investigate specific topics appropriate to their own interests.

Suggested curricular flow through the major

There are several approaches for completion of the major; flexibility is provided to enable students to study abroad.

It is best to start Chemistry during the first semester (based on placement scores in Chemistry and in Math). In addition to CHEM 131 or 141, interested students should take either a Math class or a Biology 130-level course.

If starting Chemistry during the first semester of college is not recommended (based on Math placement), then interested students should take MATH 151 during the first semester (see Option 3, below).

Students also should complete the BIOL 130-level coursework during the first year (one BIOL class in each semester).

Therefore, **during the first year, students are encouraged to complete four science/math courses towards the major**.

For more details in terms of planning the academic program after the first semester, it is helpful to get advice from BCMB faculty following arrival to Campus.

Option 1			
Semester 1	***Semester 2***	***Semester 3***	***Semester 4***
FYS	Distribution	Math 170	2nd course in Math
Chem 131	Chem 132	Chem 241	Chem 242
Bio 130 level	Bio 130 level	Bio 216	Distribution
Foreign language	Foreign language	Foreign Language	Distribution

Option 2			
Semester 1	***Semester 2***	***Semester 3***	***Semester 4***
FYS	Distribution	2nd course in Math	Distribution
Chem 141	Math 170	Chem 241	Chem 242
Bio 130 level	Bio 130 level	Bio 216	Bio 313
Foreign language	Foreign language	Foreign language	Distribution
Option 3			
Semester 1	***Semester 2***	***Semester 3***	***Semester 4***
FYS	Bio 130 level	Bio 130 level	Bio 216
Chem 131	Chem 132	Chem 241	Chem 242
Math 151	Math 170	2nd course in Math	Distribution
Foreign language	Foreign language	Foreign language	Distribution

Honors

The BCMB faculty will award honors to a BCMB major based on the entirety of the candidate's BCMB program. This includes grades in all courses required for the major (and related additional courses in Biology and/or Chemistry) and successful completion of a two semester (or summer and one semester) research experience. A minimum GPA of 3.20 is required in courses counting towards the BCMB major, including transfer (and study abroad) courses that receive BCMB credit. The Honors research project should be distinguished by the originality and definition of the research problem, the sophistication of the experimental design and its execution, and the analysis and presentation (written and oral) of the results. Generally, Honors reports should be of publishable or near-publishable quality. The Honors Committee will consider all these factors in its recommendation to the Program faculty, and the Program faculty should be cognizant of all these factors when voting on Honors.

For specific guidelines and procedures see the Biochemistry & Molecular Biology Department web site.

Courses

Biology

Learning Outcomes

Upon graduation from Dickinson, Biology majors will be able to:

- describe basic processes and ideas from a range of biological sciences, such as cell and molecular biology, organismal biology and physiology, and ecology and evolution;
- apply laboratory, field, and/or computational methods appropriate to a variety of biological contexts;
- design and execute biological research to address new questions based on evaluations of existing scientific literature;
- analyze biological empirical data and communicate results to other scientists and/or members of the general public.

Major

The biology major is designed to introduce students to concepts, knowledge, and experimental approaches that span the breadth of the field. Nine biology courses are required:

Biology 131 and 132
Seven courses beyond 131 and 132

- One course at the 200-level (with or without lab)
- Two courses from each the following two categories (4 total). At least one in each category must have a lab.
    - Courses that focus on the advanced study of molecules, genes, and/or cells: BIOL 213, 216, 313, 316, 318, 326, 327, 335, 343, 417, 418, 419, 425, 427, 433
    - Courses that focus on the advanced study of organisms, populations, and/or ecosystems: BIOL 215, 221, 224, 314, 322, 323, 325, 332, 333, 334, 416
- Two additional lab courses at the 200, 300, or 400 level or up to two of the following pre-approved courses from other departments

- ENST 305 Conservation Biology
- ENST 305 Environmental Data Analysis
- ENST 305 Mammalogy
- ENST 305 Ornithology
- ENST 335 Analysis and Management of the Aquatic Environment
- ENST 345 Agroecology
- GEOS 307 Paleontology

Please note the following:
1. Students may include only two 200-level courses toward the major.
2. At least four of the seven courses must be 200-level or above laboratory courses (exclusive of the research experience) taken in residence at Dickinson in Carlisle.
3. Students may include only one 550 or 560 course toward the major.

Interdisciplinary STEM Exploration Core
To satisfy the requirements of the biology degree students must take at least two of the following courses, offered outside of the biology department, which provide a foundation in one or more of the physical or computational sciences.

Chemistry options:
CHEM 241 Organic Chemistry I with Lab
CHEM 242 Organic Chemistry II with Lab
CHEM 243 Modern Chemical Analysis w/Lab

Physics options:
PHYS 131, 132 Introductory Physics
PHYS 141, 142 Physics for the Life Sciences

Computer Science/Data Analytics/Math options:
COMP 130 Introduction to Computing
COMP 132 Principles of Object-Oriented Design
DATA/COMP/MATH 180 Introduction to Data Science
MATH 121 Elementary Statistics
MATH 170 Single Variable Calculus
MATH 171 Multivariable Calculus

GIS options:
ARCH/ENST/GEOS/GISP 218 Geographic Information Systems

ARCH/ENST/GEOS/GISP 318 Advanced Applications in GIS
*other GIS electives considered as offered

Geosciences options:
GEOS 141 Earth's Hazards, GEOS 142 Earth's Changing Climate, or GEOS 151 Foundations of Earth Sciences *only one of these can count
GEOS 205 Introduction to Soil Science
GEOS 302 Structural Geology

Biology majors must complete either General Chemistry CHEM 131 and 132 or Accelerated General Chemistry CHEM 141.

Two semesters of mathematical sciences (Calculus and/or Statistics), and two semesters of physics, are strongly recommended for students intending graduate study toward an advanced degree in biology or the health professions. Students should consult with their faculty advisors about taking additional courses in other sciences that might be important to their career plans.

Research Experience. All biology majors must include a research experience as part of their undergraduate program. During this research experience, students are expected to actively participate in research design, execution, and data analysis, to contribute new information in the field of Biology, and to demonstrate independence with respect to the project. Biology majors are required to present the results of the research experience in an on-campus symposium or at a regional or national conference.

This research requirement may be satisfied by the successful completion of one of the following options. The student's faculty advisor should be consulted prior to undertaking a project to determine whether or not the completed experience satisfies this major requirement.

1. an independent research project (550) or a student/faculty collaborative research project (560) for biology credit
2. an on-campus or off-campus research experience during the summer. Students are encouraged to complete the transcript notation (REXP) *via* the Center for Advising, Internships & Lifelong Career Development.
3. 412 - Seminar;
4. a research experience not covered by the above but deemed equivalent by the faculty advisor

Minor

6 courses
BIOL 131 and 132
Four courses at the upper level (200, 300, 400-level)

- Only one course may be at the 200-level
- Two of upper level courses must have labs
- One upper level course in each of two categories:
    - Courses that focus on the advanced study of molecules, genes, and/or cells: BIOL 213, 216, 313, 316, 318, 326, 327, 335, 343, 417, 418, 419, 425, 427, 433
    - Courses that focus on the advanced study of organisms, populations, and/or ecosystems: BIOL 215, 221, 224, 314, 322, 323, 325, 332, 333, 334, 416

CHEM 131 and 132 (or 141)

Suggested curricular flow through the major

The Biology major is designed so that students explore the breadth of Biology offered by the department and choose courses that focus on his/her specific interests within this discipline, and to provide flexibility for those students who study abroad.

First year: Chemistry 131 and 132 (or 141); Biology 131 or 132 (or both).

Sophomore: Biology 132 or 131 (if not yet completed). No more than two Biology 200-level courses; possibly a first 300-level course. One or both of the required Interdisciplinary STEM Exploration Core courses.

Junior: Study abroad! Three Biology 300-level courses.

Senior: Research experience. Two or more Biology 300 and/or 400 level courses.

Other courses not required for the biology major but that you might consider, depending on your interests: two semesters of mathematical sciences (Calculus and/or Statistics) and two semesters of Physics are strongly recommended for students intending graduate study toward an advanced degree in Biology or the health professions. Courses in GIS, computer science, environmental studies, and/or geosciences also may be of value based on current and future interests.

Independent study and independent research

All biology majors must include a research experience as part of their undergraduate program. All biology majors will be required to present the results of their research experience in on campus symposia or at regional or national conferences. This requirement may be satisfied by the successful completion of any one of the following:

1. an independent research project OR a student/faculty collaborative research project for biology credit;
2. an off-campus internship with significant research component;
3. 412 - Seminar;
4. a research experience not covered by the above but deemed equivalent. Proposals should be submitted to the student's faculty advisor who will determine whether or not the completed experience satisfies the research requirement.

Honors

The biology faculty will award Honors to a biology major based on the candidate's entire undergraduate biology program. This includes all courses required for the major, the student's grades and the successful completion of a two semester (or summer and semester) research project. A minimum GPA of 3.0 is required in all courses that count toward the major, including CHEM 131, 132 (or 141), 241, and 242 (or their equivalent) and transfer courses that receive biology credit. The student's GPA determination for Honors will be calculated using the first 7 semesters of grades in the biology major. The Honors research project should be distinguished by the originality and definition of the research problem, the sophistication of the experimental design and its execution, and the analysis and presentation of the results. The Honors thesis represents the culmination of the process and typically should be of publishable or near publishable quality.

Opportunities for off-campus study

Field Biology Courses at the School for Field Studies. Dickinson is an affiliate of the School for Field Studies (SFS), which offers courses and on-site fieldwork in ecology, behavior, and conservation biology. Students can spend a semester at one of five permanent campus centers to study coastal ecology (British Columbia), wetlands ecology (Mexico), rainforest ecology (Australia), wildlife management (Kenya), or marine ecology (Turks and Caicos Is., Bahamas). A typical semester program would receive two biology and two general Dickinson credits. SFS also has summer courses. The SFS programs afford a unique opportunity for intensive study and active biological research in diverse environments.

Marine and Ecosystem Studies. Dickinson is an affiliate of the Semester in Environmental Science at the Marine Biological Laboratory (Woods Hole, MA) and of the Duke University Marine Laboratory. These programs offer specialized, full-semester options with field and lab courses for biology students.

Dickinson in England. Biology students have the opportunity to study for a semester or a year in the School of Biological Sciences at the University of East Anglia (UEA) in Norwich, England. This Dickinson program is overseen by an on-site Dickinson faculty member who advises students and teaches courses. UEA has an excellent biology program which was recently awarded the highest rating possible for teaching and research by the British government.

Dickinson in New Zealand. Biology students have the opportunity to study for one semester at the University of Otago in Dunedin, New Zealand. The University of Otago offers a diverse curriculum across the spectrum of biology, including courses in zoology, anatomy, botany, ecology, genetics, microbiology, and molecular and cellular biology.

Co-curricular activities/programs

Research experiences for students

The department recognizes the great value of students being engaged in the process of scientific discovery, and so we require that all majors have an approved research experience as part of their undergraduate program, and that students present the results of their research experience during a campus symposium or regional or national conference. Students may fulfill the research experience during the summer on or off campus, or during the academic year. Students who complete their research experience during the academic year may do so for course credit, usually by enrolling in Biology 550 (Independent Research) or Biology 560 (Student-Faculty Collaborative Research). Students who perform research during the summer are encouraged to complete the Research Experience Notation (REXP). Upon successful completion of a research experience and corresponding departmental component (overseen by the department chair and supported/processed by the Center for Career Development), documentation is placed on the official transcript through the REXP 7xx course number.

Active learning

Active learning in the sciences at Dickinson has a long tradition and the Biology Department has been a consistent participant in this effort. The lab-based courses taught in the department are, by their very nature, excellent examples of active learning in that students engage in lab and field activities that often mirror research experiences and help

illustrate key concepts in the course. Students in our labs might find themselves catching turtles and alligators in a swamp in southern Georgia, USA, on the top of a high peak in Smoky Mountain National Park or extracting and analyzing DNA from a cell that just became cancerous. Faculty also apply numerous active learning approaches in the lecture/discussion portions of their courses. These often include guided discussion of the scientific literature, group-based problem solving, consideration of case studies, and the extensive integration of technology. Examples of the latter include virtual lab exercises, analysis of 3D representations of nucleic acid and protein structure, utilization of large scale genomic and proteomic sequence-based data sets, and incorporation of web-based data analysis.

Interdisciplinarity

Our faculty is committed to a sustained effort to erode the artificial boundaries that have tended to separate the disciplines that constitute the natural sciences and mathematics. We are also well aware that a multidisciplinary approach is a key way to solve complex research problems. We work to instill in students the multidisciplinary knowledge and tools they will require to operate productively in today's research environment. In the most basic sense our program is interdisciplinary because students are required to take chemistry courses to complete the major. However the level of interdisciplinarity that exists in the program is far more extensive given that teaching and research in Biology incorporates areas such as biochemistry and molecular biology, neuroscience, environmental science, ecology, mathematics, computer science, physics, health studies and climate science.

Global campus

Biology majors study off campus without delaying progress towards graduation. The Biology faculty have helped initiate, shape, and lead the Dickinson overseas science programs at the University of East Anglia (UEA) in the UK and at the University of Otago in New Zealand and our majors are active participants in both of these partner programs. Department faculty have served as the on-site faculty director of the Dickinson UEA science program and have collaborated with UEA faculty in teaching and research efforts. The international dimension of our program is not limited to these excellent study abroad opportunities but also extends into faculty teaching and research programs, including the incorporation of international dimensions into coursework as well as collaboration with international investigators in terms of research. In addition, we have formal institutional affiliations with off-campus programs that serve our biology majors: the School for Field Studies, the Semester in Environmental Science at the Marine

Biological Laboratory at Woods Hole, and participation in the EcoLeague (www.ecoleague.org).

Sustainability

Dickinson has been one of the leading colleges in the country in the area of Sustainability, and the Biology faculty are strongly committed to the support of this effort. The college has a proud tradition in this area given that the famous 19th century naturalist and one of the first true conservation biologists, Spencer Fullerton Baird, was a Dickinson graduate and faculty member. Many of our faculty have incorporated aspects of sustainability into their teaching and research and have utilized Dickinson's certified organic farm and Reineman Wildlife Sanctuary as natural laboratories. Recent student/faculty research projects have studied carbon metabolism in hybrid poplar trees grown for biofuel production, examined the impacts of deer grazing on forest plant biodiversity, analyzed the distribution of globally endangered plant species, examined the effectiveness of sustainable agriculture practices, experimented with aspects of integrated pest management strategies, and studied the impacts of climate change related ocean acidification on the chemical defenses of marine plants and the process of embryogenesis in echinoderm planktonic larvae. In addition, many faculty have been participants in climate change-related teaching and computer modeling workshops and in research projects funded by Dickinson's Center for Sustainability Education and its Cool the Climate grant from NASA.

Courses

130 Ecology of the Cumberland Valley
This course is specifically designed as an on-line course that explores the ecology and Natural History of the Cumberland Valley in the Carlisle area. The variety of habitats in the Carlisle area will be investigated examining their geology, ecology and their response to human intrusion. The course is place-based and will relate the ecology of the Carlisle area how this also influences the ecology of the Chesapeake Bay. It is designed for non-science majors and does not replace any other introductory science course at Dickinson.
Offered every summer session. The total number of hours for this course, which includes lab, is 15 hours per week.
Attributes: Lab Sciences, Sustainability Investigations

131 Introduction to Organisms, Populations, and Ecosystems Topics
This introductory course spans levels of biological organization from basic multicellular microanatomy to organismal physiology and ecology, as understood through the lens of evolution. Course content will be focused around a specific theme determined by the

instructor, and will include evolutionary principles of variation, selection, competition and cooperation, and how their operation at different levels of organization accounts for form and function of organisms, communities, and ecosystems. We will investigate homeostasis, reproduction and development as physiological processes that take place within organisms, and as ecological processes that interact with the environment and generate diversity of form over evolutionary time. Finally we will take stock of the existing forms and levels of biological organization and ask how their relationships establish the biosphere in which we live.
Three hours classroom and three hours laboratory a week. This is one of two courses required of all Biology majors before entering the upper level. It is complementary to BIOL 132 – Introduction to Molecules, Genes, and Cells, and the courses may be taken in either order.
Attributes: ENST Foundations (ESFN), Lab Sciences

132 Introduction to Molecules, Genes, and Cells Topics
This introductory course approaches core biological themes from the molecular and cellular level, and is complementary to BIOL 131, Introduction to Organisms, Populations, and Ecosystems. Course content will be focused around a specific theme determined by the instructor, and will include biomolecule and cell structure and function; cell signaling and communication; chromosome and gene structure; DNA replication; transcription; and translation. The course will involve lecture, discussion, and readings from scientific literature. Laboratory exercises include both classic and modern approaches to cellular and molecular biology utilizing prokaryotic and/or eukaryotic organisms. The laboratory will stress the discovery approach in applying current techniques to biological experiments.
Three hours classroom and three hours laboratory a week. This is one of two courses required of all Biology majors before completing upper level coursework. It is complementary to BIOL 131 – Introduction to Organisms, Populations, and Ecosystems, and the courses may be taken in either order.
Attributes: Lab Sciences

201 Foundational Topics in Biology w/lab
This foundational course provides students an opportunity to explore a discipline in biology in depth. Subject areas will vary and will be based upon instructor's interests and expertise. Topic, course structure, credit and instructor will be announced by preregistration.
Six hours classroom a week. Prerequisite: 131 and 132.

213 Cell and Tissue Biology w/Lab
An introduction to the structure and function of eukaryotic cells and how they interact to behave as tissues. The course will focus on the molecular mechanisms underlying cell processes and involve lectures, discussions and readings from the current literature. The laboratory will stress the discovery approach in applying state of the art techniques to cell biological and tissue-level experiments.
Three hours classroom and three hours laboratory a week. Prerequisites: 131 and 132.
Attributes: ENST Foundations (ESFN)

215 Evolution w/Lab
A study of the mechanics of evolutionary change and its role within populations. Topics typically covered include macroevolution vs microevolution, natural selection, adaptation, neutral theory, population genetics, speciation, extinction, and sex and sexuality. Interactive lectures, readings from the primary literature, laboratory and field investigations, and simulation exercises will be used to actively explore the principles of evolutionary change and its consequences.
Three hours classroom and three hours laboratory a week. Prerequisites: 131 and 132; for Neuroscience majors only, 132 and PSYC 125.
Attributes: ENST Foundations (ESFN)

216 Genetics w/Lab
A study of Mendelian genetics, linkage, and mutation. An introduction to basic DNA structure and function including replication, transcription, and translation. Laboratory exercises involve both classic and molecular approaches to genetic analysis utilizing prokaryotic and eukaryotic organisms.
Six hours classroom a week. Prerequisites: 131 & 132. For Neuroscience majors only, prerequisite is 132 and PSYC 125.
Attributes: ENST Foundations (ESFN), NRSC Course, Quantitative Reasoning

221 Animal Diversity w/Lab
An exploration of the enormous diversity of animal life. We will study developmental processes and evolutionary patterns as a coherent approach to comprehending the organizational principles of disparate animal body plans. Students will be introduced to the morphological and physiological adaptations of the major phyla that fit them to their ecological roles in marine, aquatic and terrestrial environments.
Three hours lecture and three hours laboratory a week. Prerequisites: 131 and 132; For Neuroscience majors only, 132 and PSYC 125.
Attributes: ENST Foundations (ESFN), Sustainability Connections

224 Plant Geography & Ecology w/Lab
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.
Six hours classroom a week. Prerequisites: 131 and 132 OR ENST 161 and 162.
Attributes: ENST Applications (ESAP)

301 Advanced Topics in Biology
This advanced course allows students to build depth in an area of biology. The topic, course, structure, credit and instructor will be announced by preregistration.
Three or six hours a week, dependent upon topic and instructor. Prerequisites: One 200-level biology course.

313 Cell Biology w/Lab
An introduction to the structure and function of cells, with emphasis on the molecular mechanisms of cellular processes. The course will involve discussion-oriented lectures and readings from the current literature. The laboratory will stress the discovery approach in applying state of the art techniques to cell biological experiments.
Six hours classroom a week. Prerequisites: One 200-level BIOL course. For Neuroscience majors only, prerequisite is 132 and PSYC 125 and NRSC 200.
Attributes: ENST Foundations (ESFN), NRSC Course

314 Ecology w/Lab
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. Prerequisites: One 200-level Biology course. For ENST/ENSC majors only, prerequisite is ENST 162. For Neuroscience majors only, prerequisite is NRSC 200.
Attributes: ENST Applications (ESAP), NRSC Course, Sustainability Connections

316 Genomics, Proteomics & Bioinformatics
The genome contains all the information required for the construction and operation of an organism. Selective utilization of the genome determines the transcriptome, which directs the creation of a proteome that is cell-type and condition specific. Today, molecular biologists are able to study whole genomes, transcriptomes, and proteomes allowing for

an integrative analysis of living systems. This course will explore these genomic and proteomic techniques and their many applications. Central to these molecular methods are computational tools that facilitate the analysis of the large data sets generated. A variety of bioinformatics approaches will be explored through implementation of student designed, hypothesis-driven, research projects employing existing datasets.
Three hours classroom per week. Prerequisites: 216 or permission of instructor.

318 Animal Development w/Lab
This course offers an introduction to the development of multicellular animals. The study of development addresses the following question: how does a single cell—the fertilized egg—give rise to a complex organism, containing many cells of many types? Three essential processes must occur for development to proceed: an increase in cell number through division; an increase in types of cells through differentiation; and the arrangement of cells into organs, tissues, appendages and other complex structures. In this course, we will examine the cellular and molecular mechanisms that underlie these processes, with a focus on the current understanding of, and approaches used to investigate, the genetic basis of development of model organisms.
Six classroom hours a week. Prerequisites: One 200-level biology course. For Neuroscience majors only, the prerequisite is NRSC 200.
Attributes: ENST Foundations (ESFN), NRSC Course

322 Plant Systematics w/Lab
A systematic survey of the plant kingdom through the collection and study of living plants. Frequent field trips are conducted as weather permits. An herbarium of named plants is prepared. Emphasis will be placed on the diverse features of plants which permit effective study of fundamental biological problems.
Six hours classroom a week. Prerequisites: One 200-level Biology course. For ENST/ENSC majors only, prerequisite is ENST 162.
Attributes: ENST Applications (ESAP)

323 Algae, Fungi & Lichens W/Lab
Study of the systematics, morphology, ecology, evolution, physiology and development of algae, fungi, and lichens. Lecture and discussion include examples and readings from classic and recent research. Laboratories include field surveys and collections, follow-up laboratory identifications, and experimental investigations including directed individual or small-group research projects.
Six hours classroom a week. Prerequisites: One 200-level Biology course. Offered every other year.
Attributes: ENST Foundations (ESFN)

326 Microbiology w/Lab
Molecular biology, genetics, and biochemistry (structure and function) of bacteria, archaea, and viruses. Includes an introduction to the immune system and mechanisms of medical control of microbes. Molecular mechanisms of bacterial pathogenesis are addressed via readings from the recent primary literature. Laboratory exercises include the isolation and characterization of unknown bacteria using traditional and molecular methods, and modern genomic approaches to characterizing host response to infection.
Six hours classroom a week. Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.
Attributes: ENST Foundations (ESFN), Health Studies Elective, NRSC Course

327 Developmental Neurobiology w/Lab
This course explores the development of the nervous system, from the early patterning of the neural plate, through the differentiation of embryonic cells into diverse neuronal subtypes, and culminating with the integration of multiple neuronal subtypes into the complex wiring circuits that underlie our sensory, motor, and cognitive abilities. We will study the cellular and molecular mechanisms underlying neural specification, the formation of neuronal connections, neural patterning by programmed cell death, and experience-dependent modulation of neural circuits. We also will examine the ways that neural development can go awry. In the laboratory we will explore topics such as neural induction, cell lineage and fate determination, neuronal migration, axon guidance, activity-dependent development and critical periods, and the development of behavior. The focus of the course will be on the development of the mammalian nervous system, but the contributions of simpler animal models to our understanding of the human brain will be a secondary emphasis.
Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.
Attributes: NRSC Course

331 Principles of Biochemistry
This course will explore the structure and function of fundamental organic biomolecules of life, including nucleotides, peptides, carbohydrates, and lipids; their biosynthesis and interactions in an aqueous solution; and enzyme kinetics and catalysis. Special attention will be dedicated to how dysregulation of these systems manifests itself in human disease. Students may not receive credit for both CHEM 331 and CHEM 342. This course does not have an associated lab.
Prerequisite: CHEM 242. This course is cross-listed as CHEM 331.
Attributes: NRSC Course

332 Natural History of Vertebrates w/Lab
An exploration into the lifestyles of vertebrates heavily focused on field biology. Natural history is strongly dependent on descriptive anatomy and systematics and therefore this course will cover the evolutionary relationships among vertebrates highlighting unique features that facilitated the success of the major groups. In field labs, students will develop observational skills such as how to identify a bird by its song, a frog by its call, a mammal by the color of its pelage, and a snake by its shed skin. Indoor labs will focus on identifying species from preserved specimens as well as providing students with the skills necessary to preserve vertebrates for future study. Preservation methods could include preparing museum-quality mammal and bird skins, formalin fixation of fish, and skeletal preparations.
Three hours classroom and three hours laboratory a week. Prerequisites: one 200-level biology course or GEOS 307. Offered every two years.
Attributes: ENST Applications (ESAP), Sustainability Connections

333 Human Physiology w/Lab
This course examines physiological mechanisms in the human body with an emphasis on the chemical and physical principles that govern the normal functions of organs and organ systems to maintain homeostasis. Topics include the nervous, muscular, cardiovascular, respiratory, endocrine, digestive, renal, reproductive, and immune systems. The laboratory reinforces lecture material through experiments that involve physiological measurements and data analysis.
Six hours classroom a week. Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.
Attributes: ENST Foundations (ESFN), Health Studies Elective, NRSC Course

334 Comparative Vertebrate Anatomy w/lab
An integrated lecture and laboratory course exploring the functional morphology and evolution of vertebrates. Students will apply foundational content from lecture and intensive techniques of manual tissue dissection in the laboratory to fully evaluate the structure & function integrative design of selected, preserved specimens.
Six hours classroom a week. Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.
Attributes: ENST Foundations (ESFN), NRSC Course

335 Microanatomy
An integrated lecture and laboratory course focused on the functional microanatomy/histology of mammals. This course will examine the microscopic anatomy of cells, tissues, organ, and organ systems and the crucial relationship between form and

function. The laboratory portion of the course will emphasize the process of microscopic examination and cover methods of contemporary histologic technique.
Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.
Attributes: Health Studies Elective, NRSC Course

336 Human Anatomy
This course is a comprehensive regional examination of the gross structure, organization, and function of the human body with an emphasis on clinical case studies. The laboratory includes regional examination of human gross anatomy, histology, and dissection of select organs.
Six hours of classroom/laboratory per week. Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite Biology 132 and Neuroscience 200.
Attributes: Biology OPE elective

343 Metabolism
A survey of the metabolic processes in animals and plants, including signal transduction, aerobic and anaerobic respiration, and photosynthesis, as well as the biosynthesis of the major types of biomolecules. For each metabolic pathway, we will examine the regulation of enzymes and related genes, their energetic requirements, and the function of pathway end products. Both the normal functioning of metabolic pathways and common metabolic malfunctions, e.g., human inborn errors of metabolism, will be considered. Selected readings from the primary literature and the popular press are required. Students will complete detailed case studies focusing on human metabolism and metabolic disorders.
Three hours classroom a week. Prerequisite: CHEM 242.
Attributes: ENST Foundations (ESFN), Food Studies Elective

380 Immunology
An in-depth study of the field of immunobiology with an emphasis on the mammalian immune system. Topics include the innate and adaptive immune responses, immunochemistry, immunogenetics, and immunopathology. Emphasis in the class and the laboratory will be on the process and analysis of experimental investigation.
Prerequisites: BIOL 213 or 216.
Attributes: Health Studies Elective

401 Special Topics
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.
Prerequisite dependent upon topic. Offered occasionally.

412 Seminar
Through detailed study of the primary biological literature, students acquire an understanding of the methodology and philosophy of scientific research. Includes study of the formulation of hypotheses, the design of experiments or observations to test these hypotheses, and the interpretation of results. This course will normally require a major research-based presentation and/or paper and may also involve the conduct of research by students. This course satisfies the requirement for a research experience for the biology major.
Prerequisites: one 200-level Biology course and one upper-level Biology course.
Attributes: Biology Research

416 Population Genetics w/Lab
This is a course on advanced genetics in the genomics age. Whole genome sequences are accumulating at an increasingly rapid pace. Our current challenge is to uncover meaning in the hundreds of billions of base pairs that are now available. The fields of study that strive to make sense of all this variation are population and quantitative genetics. In this course, we will survey topics in population genetics, the study of frequencies of alleles in populations, and quantitative genetics, the study of continuously varying traits, with the goal of developing a deeper understanding of the connection between genotypes and phenotypes. This course will integrate lectures, in-class discussions, and wet and dry (computational) labs to provide a comprehensive perspective on population and quantitative genetics.
Three hours classroom and three hours laboratory a week. Prerequisite: 215 or 216.
Attributes: ENST Foundations (ESFN)

417 Molecular Genetics w/Lab
A study of the molecular aspects of gene structure and function. Course topics include recombinant DNA techniques, regulation of gene expression, oncogenes, tumor suppressor genes, molecular developmental genetics, and human molecular genetics. The laboratory studies utilize contemporary, molecular methods to explore DNA organization and function.
Six hours classroom/laboratory a week. Prerequisites: One of the following: 216, 313, 316, 318, 326, 327, 380, or permission of the instructor.
Attributes: ENST Foundations (ESFN), NRSC Course

418 Developmental Genomics
In this course we focus on the regulation of gene expression during development. Course topics include mechanisms of control of gene expression, comparative genomics, molecular evolution, the theory and use of bioinformatics to address these topics, and

molecular techniques used to assess and perturb gene expression during development. Laboratory studies will utilize molecular and data-mining approaches to investigate the roles of genes during development.
Six hours classroom a week. Prerequisites: 216.

419 RNA w/Lab
A focused study of biochemical, cellular, and molecular aspects of ribonucleic acid (RNA). Topics of study include RNA structure, RNA processing and turnover, splicing, ribozymes and riboswitches, RNA interference, RNA editing and modification, small RNAs and RNA viruses. Regular reading and discussion of primary literature will complement the lectures. The laboratory will utilize modern molecular biology techniques for working with and using RNA to perform original research.
Six hours classroom/laboratory a week. Prerequisites: BIOL 216, 313, 316, 318, 326, 327 or 380.

423 Plant Physiological Ecology w/Lab
A study of how plants function and respond to their environment. Topics include mineral nutrition, cellular and whole plant water relations, photosynthesis and sugar metabolism, hormonal regulation, sensing, induced defense responses, and reproduction. The course focuses the interactions between plants and a rapidly changing environment, including climate warming, accelerating CO2 rise, drought, flooding, and pollution.
Six hours classroom/laboratory a week. Prerequisites: One 200-level Biology course. For ENST/ENSC majors only, prerequisite is ENST 162.
Attributes: ENST Applications (ESAP), Food Studies Elective, Writing in the Discipline

425 The Biology of Cancer w/lab
Cancer is a genetic disorder that affects some 10 million people worldwide. In the United States, cancer is a close second to heart disease as the leading cause of death. This course will examine the molecular basis of cancer including the genes and signaling pathways involved in malignant transformation and the physiological consequences of uncontrolled cell growth. Current methods in cancer research and recent advances in cancer treatment will also be discussed. Specific topics covered will include: oncogenes and tumor suppressor genes, oncogenic mutation, tumor viruses, apoptosis, angiogenesis, metastasis, tumor immunology, radiation therapy, chemotherapy, and biological therapy.
Six hours classroom/laboratory a week. Prerequisite: One of the following: 216, 313, 316, 318, 326, 327, 380, or permission of the instructor.
Attributes: ENST Foundations (ESFN), Health Studies Elective, Writing in the Discipline

427 Virology
An introduction to the molecular and cellular biology of viruses. Topics of study include

the life cycle of viruses in general and their relationships with their hosts, including the processes of attachment to, entry into, genomic replication within, and exit from, cells. Aspects of pathogenesis, disease, the immune response to viruses, and vaccines, also will be studied. Related topics (such as prions, RNA interference, and public health issues) may be discussed. Regular reading and discussion of primary literature will complement the lectures.
Three hours classroom a week. Prerequisite: 213, 216, 313, 316, 318, 326 or 327. Attributes: Health Studies Elective

433 Molecular Medicine w/Lab
Molecular medicine is an interdisciplinary field of study that seeks to develop ways to prevent, diagnose, treat, and improve human health issues by understanding the molecular basis of normal and abnormal physiological processes. This course will examine the molecular medical approaches to patient care for select topics related to human health with an emphasis on critical analysis of current biomedical literature. The laboratory portion of the course will explore methods used in biomedical research with an emphasis on analysis and evaluation of data. a week. *Six hours of classroom/laboratory a week. Prerequisites: at least one upper-level physiology or cellular & molecular biology course: 216, 313, 318, 326, 327, 330 ,333, 334, 335, 380, CHEM 342 or permission of instructor. Attributes: Health Studies Elective*

Chemistry

Learning Outcomes

Upon graduation from Dickinson, Chemistry majors will be able to:

- apply core ideas in chemistry to explain phenomena or solve problems;
- apply chemistry laboratory techniques and execute appropriate data analysis;
- use appropriate communication skills to disseminate chemistry ideas.

Upon graduation from Dickinson, Chemistry majors who earn American Chemical Society (ACS) certification will also be able to:

- design and conduct experiments and analysis related to chemical research.

Major

Option I with ACS certification
CHEM 141 (or 131, 132), 241, 242, 243, 244, 341, 342, 347, and an elective (490)

PHYS 131 or 141 and 132 or 142
MATH 170, 171
An approved research experience. A research experience may be fulfilled by completion of an approved laboratory-based research project at Dickinson (eight weeks during summer or a two-semester research project) or at an off-campus site.

Students interested in graduate study in chemistry should consult with their advisor to select additional courses in chemistry and related sciences as necessary.

Option II without ACS certification
CHEM 141 (or 131, 132), 241, 242, 243, 244, 331 or 342, 341, 347, and an elective (490)
PHYS 131 or 141 and 132 or 142
MATH 170, 171

Students interested in graduate study in chemistry should consult with their advisor to select additional courses in chemistry and related sciences as necessary.

Dickinson's Chemistry Department is approved by the American Chemical Society.

Minor

141 (or 131/132) and 5 additional courses in chemistry, excluding 111 and 343

NOTE: A minor in Chemistry cannot be earned in combination with a major in Biochemistry & Molecular Biology due to the chemistry course requirements included in the interdisciplinary program.

Suggested curricular flow through the major

The Chemistry department provides students with knowledge and understanding of the composition, structures, properties, and transformations of natural and man-made substances through classroom work, laboratory work, and seminars. Advanced courses offered by the department are designed to meet the needs of students who are preparing for graduate work in chemistry or related areas, for medical or dental school or related health professions, for high school teaching of chemistry, and for a wide variety of chemistry-related positions in industry and government. Additionally, students who major in chemistry can use the skills they develop to pursue careers or other schooling beyond chemistry: chemistry graduates can go to law school, business school, engineering programs, and many other areas.

Independent study and independent research

Independent study or research is available to students who are prepared for it. Normally this requires the completion of CHEM 131/132 or CHEM 141 as a minimum. More

advanced courses are required for most independent research projects. Interested students should talk with faculty members in the department to arrange a topic for independent work

Chemistry majors who desire a degree that is certified by the American Chemical Society are required by the Chemistry department to complete an approved research experience. This experience gives the researcher an insight and depth of understanding of Chemistry that can be obtained in no other way. Some students fulfill their requirement with approved off-campus industrial or academic internships.

Honors

The faculty will award Honors to a chemistry major based on the candidate's complete undergraduate chemistry program. This includes all courses required for the major, the student's grades and the successful completion of a two semester (or a summer) research project. A minimum GPA of 3.40 is required in all courses that count toward the major, including math and physics courses and transfer courses that receive chemistry credit, at the conclusion of the seventh semester (typically the fall semester of the senior year) of study. The Honors research project usually entails joining an established research project in a faculty mentor's laboratory. Honors will be awarded based on the faculty's determination that the candidate has successfully passed at least two of the three segments of an Honors defense: written dissertation, public oral presentation of results, and oral defense in front of the faculty. Results of Honors research should be disseminated in a public forum. For the specific guidelines and procedures see the Chemistry Department web site.

Opportunities for off-campus study

Dickinson in England
Chemistry students have the opportunity to study for a semester or a year at the University of East Anglia (UEA) in Norwich, England. This Dickinson program is overseen by an on-site Dickinson faculty member who advises students and teaches courses.

Courses

111 Topics in Chemistry w/Lab
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 per 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.
Attributes: Lab Sciences

112 From Suds to Supper: The Science of Your Home
Chemistry is known as the central science. This class will illustrate that chemistry is essential to your life: the process of cooking, adapting recipes, homemade soaps and scents, the slime you made, and more. These examples will be used to explain chemical concepts such as thermochemistry, electromagnetic radiation, chemical bonding, acid and bases, and intermolecular forces. In the chemistry laboratory, the students will continue their study of these concepts and their applications. *Three hours of classroom and three hours of laboratory per week.*
Attributes: Food Studies Elective, Lab Sciences

131 General Chemistry I with Lab
The first semester of intro chemistry for students majoring in the physical and biological sciences, who have completed one year of HS chemistry but do not place into Chemistry 141. Core principles and applications of chemistry will be covered that will aid students in understanding "Why Chemistry Matters" regardless of discipline. Topics will include: atomic and molecular structure (Lewis, VSEPR), stoichiometry, gas laws, energy and chemical reactions, periodicity, and solubility and intermolecular forces.
Three hours of classroom and three hours of laboratory per week.
Attributes: ENST Foundations (ESFN), Lab Sciences

132 General Chemistry II with Lab
A continuation of Chemistry 131. Topics covered in the second semester will include: kinetics, equilibrium, acids, bases, and buffers, thermodynamics, electrochemistry, nuclear chemistry, and transition metal chemistry.
Three hours of classroom and three hours of laboratory per week. Prerequisite: 131.
Attributes: ENST Foundations (ESFN), Quantitative Reasoning

141 Accelerated General Chemistry with Lab
A one-semester introductory course for students who are especially well-prepared for general chemistry, replacing CHEM 131, 132 as a prerequisite for more advanced courses in the major. Topics include atomic structure, chemical bonding, thermodynamics, kinetics, equilibrium, electrochemistry, acid/base chemistry, solubility, and transition metal chemistry. The laboratory experiments will relate directly to topics covered in lecture, and will include statistical analysis of data, molecular modeling, instrumental methods of analysis, and quantitative analytical and inorganic chemistry. Admittance into this course is based on a placement exam.

Three hours of classroom and three hours of laboratory per week.
Attributes: ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

200 Special Topics in Chemistry
Topics depend on instructor and will be announced when offered.
Three hours classroom per week. Prerequisite: 132 or 141 or permission of instructor.

241 Organic Chemistry I with Lab
The major focus of this course is on the reactivities of organic and inorganic molecules; this is an extension of the study of the covalent bond that was studied in Chemistry 131/132 or 141. Topics include reaction types and mechanisms, stereochemistry, nomenclature, and spectroscopic methods. Laboratory work involves the synthesis, analysis and identification of organic and inorganic molecules.
Three hours classroom and four hours laboratory per week. Prerequisite: 132 or 141.
Attributes: ENST Foundations (ESFN), Lab Sciences, NRSC Course

242 Organic Chemistry II with Lab
This course continues the study of the reactivities of organic and inorganic molecules started in 241. Particular emphasis is placed on unsaturated systems. Laboratory work continues investigations into the synthesis, analysis, and identification of organic and inorganic molecules begun in 241.
Three hours classroom and four hours laboratory per week. Prerequisite: 241.
Attributes: ENST Foundations (ESFN)

243 Modern Chemical Analysis w/Lab
The theory of chemical equilibrium as it pertains to acid-base, metal-ligand, redox, and EDTA titrations. Topics such as experimental design, sampling, calibration strategies, standardization, and the optimization and validation of experimental results will be covered. Statistical analysis of data will also be included. This class is meant to aid students in developing both a sound knowledge of experimental protocols (i.e. How many samples do we need to collect? How do we extract our analyte from the matrix? How much sample must be extracted in order to obtain a measurable result? How do we measure what's present? and in the critical evaluation of experimental results (How much confidence do we have that our results are representative of the system under study?).
Three hours classroom and four hours of laboratory per week. Prerequisite: 132 or 141.
Attributes: ENST Applications (ESAP)

244 Thermodynamics and Kinetics
The fundamentals of chemical thermodynamics will be presented with a view towards providing an understanding of the concept of chemical equilibrium. Introductory concepts

in chemical kinetics will also be discussed. Laboratory will focus on experiments illustrating the principles of thermodynamics and chemical kinetics.
Three hours classroom and four hours laboratory per week. Prerequisites: 132 or 141, MATH 171 or concurrent enrollment.
Attributes: ENST Foundations (ESFN), Lab Sciences

331 Principles of Biochemistry
This course will explore the structure and function of fundamental organic biomolecules of life, including nucleotides, peptides, carbohydrates, and lipids; their biosynthesis and interactions in an aqueous solution; and enzyme kinetics and catalysis. Special attention will be dedicated to how dysregulation of these systems manifests itself in human disease. Students may not receive credit for both CHEM 331 and CHEM 342. This course does not have an associated lab.
Prerequisite: CHEM 242. This course is cross-listed as BIOL 331.
Attributes: NRSC Course

341 Quantum Chemistry and Spectroscopy
Examines how the Quantum Theory, and in particular the Schrödinger Equation, makes possible the determination of translational, rotational, and vibrational energies of molecules, and how spectroscopy experimentally determines the energy and hence structure of atoms and molecules.
Three hours classroom per week. Prerequisites: 132 or 141, MATH 171 and PHYS 141 or 131, or permission of the instructor. NOTE: PHYS 141 or 131 may be taken concurrently with CHEM 341.

342 Structure and Function of Biomolecules w/Lab
This course is an introductory biochemistry course focused on the chemistry of the major molecules that compose living matter. The structure and function of the major classes of biomolecules (nucleic acids, proteins, lipids, and carbohydrates) are addressed along with other topics including bioenergetics, enzyme catalysis, and information transfer at the molecular level. The laboratory portion of the course focuses on methods used to study the properties and behavior of biological molecules and their functions in the cell.
Three hours lecture and four hours of laboratory per week. Prerequisite 242; an introductory biology course is highly recommended.
Attributes: ENST Foundations (ESFN), NRSC Course

347 Concepts of Inorganic Chemistry with Lab
This course will cover fundamental concepts in inorganic chemistry to include: periodic trends, atomic and molecular structure, ionic bonding and crystal structures, solubility of ionic solids, acid-base chemistry, structure and bonding in coordination compounds, and

reactions of transition metal complexes. Throughout the course the unifying theme will be the application of principles of structure and bonding to predict and explain reactions involving inorganic compounds.
Three hours classroom and four hours of laboratory per week. Prerequisites: 244, 341 or concurrent enrollment.
Attributes: ENST Foundations (ESFN), Writing in the Discipline

490 Advanced Topics in Chemistry
Topics may be drawn from areas such as heterocycles, natural products, medicinal chemistry, food and nutrition, industrial chemistry, organic synthesis, inorganic synthesis, nuclear magnetic resonance, measurement including computer applications, spectroscopy, statistical thermodynamics, and catalysis.
Three hours classroom per week. Prerequisite dependent upon topic

Chinese

See East Asian Studies

Classical Studies

Learning Outcomes

Upon graduation from Dickinson, Classical Studies majors will be able to:

- describe essential knowledge of the classical world, especially classical governmental systems and constitutional change (Democracy, Republic, Principate), rise and fall of ancient empires (Persian, Athenian, Roman), Greek and Roman mythology, and classical literary genres (epic, lyric, philosophy, tragedy, history);
- construct and investigate research questions about the classical world by using reference and research tools and databases, supporting arguments with properly cited primary ancient sources and secondary scholarship, and understanding the nature of available resources, their perspectives limitations, and biases;
- explain and apply insights from classical texts and material culture to other eras, including our own, by identifying key values and ideas in classical works and applying them to current debates, discussing key themes and values in literary and philosophical work, and articulate examples of the impact of classical works on later art and literature;

- translate and analyze Latin and/or Greek texts in the original languages up to at least the upper-intermediate level, with the ability to translate into idiomatic English, describe literary style, and read and comprehend at sight with appropriate vocabulary assistance.

Major

11 courses

Core
Two introductory courses in Classical Studies: CLST 110 and 160
One more introductory course: CLST 100, 140, or 150
One intermediate history course: CLST 251 or CLST 253
Senior Research Colloquium: CLST 390

Greek Emphasis
Six courses in Greek above 102, or 4 courses in Greek above 102 and Latin 101 and 102

Latin Emphasis
Six courses in Latin above 102, or 4 courses in Latin above 102 and Greek 101 and 102

Classical Civilization Emphasis
One more intermediate course: CLST 251 or CLST 253 if not already taken, PHIL 201, CLST 213, or CLST 200 depending on topic

Three courses in Latin or three courses in Greek above 102

Two electives from an allied department: ARCH 120/CLST 221, ARCH 130/CLST 224, ARCH 210, ARTH 101, ARTH 202/ARCH 202, RELG 107/JDST 107, POSC 180/PHIL 180, ENGL 101 (The Epic: Gods, Devils, Monsters, and Men), ENGL 331 (Shakespeare and Tragedy)

Minor

6 courses
Two introductory courses in Classical Studies: CLST 100, 110, or 140
One intermediate course in Classical Studies: CLST 251 or 253
Three courses in Latin or Greek above 102

Suggested curricular flow through the major

During first-year advising, faculty and interested students will determine which track is most appropriate

Students who intend to pursue graduate study in Classics are strongly encouraged to study both Latin and Greek at Dickinson.

LATIN OR GREEK EMPHASIS

First year:
LATN 101 and 102 or GREK 101 and 102
CLST 110 or 160
One more CLST 100-level course

Sophomore:
LATN 201 and 202 or GREK 201 and 202
CLST 110 or 160
CLST 251 or 253 (if spending junior year abroad)

Junior:
Two courses in LATN or GREK above 202
CLST 251 or 253 (if not yet completed)

Senior:
Two courses in LATN or GREK above 202
CLST 390

CLASSICAL STUDIES EMPHASIS

First Year:
LATN 101 and 102 or GREK 101 and 102
CLST 110 or 160
One more CLST 100-level course

Sophomore Year:
LATN 201 and 202 or GREK 201 and 202
CLST 110 or 160
CLST 251 or 253 (if spending junior year abroad)

Junior Year:
One course in LATN or GREK above 202
CLST 251 or 253 (if not yet completed)
Second intermediate CLST course
Allied elective

Senior Year:
Second intermediate CLST course (if not yet complete)

Allied elective
CLST 390

Independent study and independent research

Independent studies are available. Contact the department chair for details.

Honors

Honors within the major is determined by the quality of the senior thesis, which must display outstanding writing and analytical skills, and mastery of the research subject and its context. In addition to the written thesis, honors in Classical Studies considers GPA within the major, the oral presentation of the thesis project, and the fielding of questions, but is neither precluded nor guaranteed by them. On the basis of a composite of these factors, the Classical Studies faculty may decide to award honors to deserving students. Students interested in honors must present a prospectus by fall pause of their senior year and must earn a grade of "A" in CLST 390: Senior Research Colloquium. Normally, the thesis project will extend the research pursued in CLST 390. Various types of senior thesis are possible, including a traditional research project, a translation with commentary of a Greek or Latin text, or a digital project. Students are encouraged to talk to their advisors no later than the third week of their senior year for guidance to help them craft a thesis project able to meet the standards. It is assumed that substantial work will be completed over the winter break of the senior year. The complete draft of the thesis is due by spring break of the senior year, to allow for revisions based on feedback from the faculty. Students who receive honors will be notified before the Thursday preceding graduation.

Opportunities for off-campus study

Many majors have taken advantage of the Intercollegiate Center in Rome and the College Year in Athens (instruction in English by American professors under the American system), Durham University, and Advanced Studies in England (ASE). Four-week summer immersion courses taught in ancient Greek or Roman lands are offered occasionally.

Co-curricular activities/programs

The Classics House (five beds)

The annual Classics Festival for area high school Latin students. Dickinson students act as judges.

Eta Sigma Phi honor society

Courses

The following courses are offered abroad:

211 Roman Vistas
A four-week course conducted in Italy (the Bay of Naples; Rome and its environs). The course is designed to integrate the study of ancient sites and artifacts with relevant readings from Latin literature.
Admission by permission of the instructor.
Attributes: Social Sciences

212 Greek Vistas
A four-week course conducted in Greece and Crete. The course is designed to integrate study of ancient sites and artifacts with relevant readings from Greek authors.
Admission by permission of instructor.

Greek

101 Beginning Attic Greek
All the fundamentals of Greek grammar and syntax as well as the acquisition of vocabulary. By the conclusion of the second semester students will be prepared to read classical authors in the original.

102 Beginning Attic Greek
All the fundamentals of Greek grammar and syntax as well as the acquisition of vocabulary. By the conclusion of the second semester students will be prepared to read classical authors in the original.
Prerequisite: 101 or equivalent.

201 Introduction to Greek Prose
A review of syntax and selected readings from prose authors. Consideration is given to authors whose style and grammar best illustrate the characteristics of Attic Greek of the Classical period. Supplemental readings in English provide historical and cultural context for the author chosen.
Prerequisite: 102 or the equivalent.

202 Introduction to Greek Poetry
Selected readings from Homer with emphasis on poetic style and composition. Supplementary readings in English help stimulate discussion of literary, historical, and cultural topics regarding epic poetry.
Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

222 Philosophical Writers
Readings in Greek Philosophy including authors such as the Presocratics, Plato, Aristotle, or others. Supplementary readings in English provide historical context and an introduction to certain issues in ancient philosophy.
Recommended: 202 or the equivalent.

233 Herodotus
Selected readings from The Persian Wars, supplemented with reading of the text in English. Attention is paid to the nature of history and historical writing.
Recommended: 202 or the equivalent. Offered every two years.
Attributes: Humanities

234 Greek Tragedy
A play from the corpus of Aeschylus, Sophocles, or Euripides will be read. Readings in English focus discussion on the authors' poetic style, purpose, and the historical context within which the writing occurred.
Prerequisite: 202 or the equivalent. Offered every two years.
Attributes: Humanities

331 Thucydides
Selected readings from The Peloponnesian Wars, supplemented with reading of the text in English. Particular attention is paid to issues of historiography and Thucydides' place among historians.
Prerequisite: one course at the 200-level or the equivalent. Offered every two years.

393 Seminar
Readings and conferences on selected areas of Greek literature. Research skills are emphasized.
Prerequisite: at least one course at the 200-level. Offered occasionally.

Latin

101 First-Year Latin
All the fundamentals of Latin grammar and the study of vocabulary. This course prepares students to read classical authors in the original.

102 First-Year Latin
All the fundamentals of Latin grammar and the study of vocabulary. This course prepares students to read classical authors in the original.
Prerequisite: 101 or the equivalent.

201 Introduction to Roman Prose
Review of syntax and selected readings from prose authors, with study of literary technique and discussion of supplementary readings in English.
Prerequisite: 102 or the equivalent.

202 Introduction to Roman Poetry
Selected readings from Catullus and Ovid, with focus on poetic technique, and discussion of supplementary readings in English.
Prerequisite: 201 or the equivalent. This course fulfills the language graduation requirement.

233 Roman Historians
Readings from Roman historians such as Sallust, Caesar and Livy, with study of Roman political values.
Prerequisite: 202 or the equivalent.
Attributes: Humanities

234 Ovid
Selections from the Metamorphoses with study of the more important Greek and Roman myths and their modern reception.
Prerequisite: 202 or the equivalent.
Attributes: Humanities

241 Early Christian Latin
Selections from Augustine's Confessions, Prudentius' Psychomachia, and/or the corpus of Claudian and Ausonius. Attention is paid to the intellectual and literary culture of the late 4th century AD. Offered every two years.
Prerequisite: 202 or the equivalent. Offered every two years.

242 Vergil, Aeneid
Selections from the epic, with emphasis on Vergil's literary aims and technique.
Prerequisite: 202 or the equivalent. Offered every third year.

243 Lucretius
Selections from the Epicurean philosopher's epic poem *On the Nature of Things,* with study of the philosophical and poetic background of the work, its reception in antiquity, and its relevance to modern concerns.
Prerequisite: 202 or the equivalent. Offered every third year.
Attributes: Writing in the Discipline

343 Lyric and Elegy
Selections from Horace and elegists such as Propertius and Tibullus, with focus on their literary technique and tradition.
Prerequisite: at least one course at the 200-level. Offered every two years.

352 Roman Satire
Readings from the satires of Juvenal or Horace with study of Roman social life in the early Principate.
Prerequisite: at least one course at the 200-level.

Classical Civilization

100 Greek and Roman Mythology
An introduction to the study and interpretation of Greek and Roman myths, as they appear both in ancient sources and in later music, sculpture, painting, and literature. The course focuses on interpretive approaches that can help us to define the insights of these myths into to human psychology and the predicaments of men and women, and to apply those insights critically to our own time.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, Arts, Humanities, MEMS Elective

110 Introduction to Greek Civilization
Reading and discussion of key literary, philosophical, and historical works of ancient Greece, including works by Homer, Thucydides, Plato, the Greek tragedians and comedians. Topics include Greek artistic and moral values, the conception of a good life, Athenian democracy and imperialism, slavery, homosexuality, and gender. The literature is read in English translation. This course fulfills the humanities distribution requirement.
Offered every year
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, Humanities

140 Ancient Worlds on Film
An introduction to ancient Greek and Roman history and civilization (excluding mythology) through viewing popular films about this period and reading the historical and literary sources on which those films are based. The course focuses on the stories of remarkable men and women from antiquity, what those stories reveal Greek and Roman values and ideas, and ways to apply those insights critically to our own time.
Attributes: ARCH -Mediterranean Arch Elect, Arts

150 Public Speaking: Secrets from the Classical Tradition
An introduction to the ancient art of public persuasion, with examination of more recent examples of effective speeches at crucial junctures in American history, insights from the

Greek and Roman theorists and practitioners, and practice putting these ideas and techniques to use. Since speech can be a weapon as well as an art, the class examines the ethical aspects of oratory in the context of citizenship in a republic.
Attributes: Humanities

160 Introduction to Roman Civilization
Decimation, crucifixion, gladiatorial spectacles, throwing Christians to the lions: the Romans engaged in some truly extreme, bizarre, and cruel practices. Yet they are also famous for roads and infrastructure, art and architecture, poetry, citizen-based self-government, elaborate law codes, and the maintenance of the Roman Peace (Pax Romana) that allowed Christianity to emerge as a political force. This course introduces and explores the paradoxes of ancient Roman culture. Through the study of Rome's rich literary tradition, we will consider Roman myths, ideas, government, imperialism, urbanism, slavery, religion, sex and marriage, and how these changed over time, from Romulus and Remus (753 BCE) to the fall of the Roman Empire in the West (476 CE). Special attention will be given to those aspects of Roman civilization that have persisted beyond the end of the ancient world.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, Humanities

200 Special Topics in Classical Civilizations
This course undertakes topics, issues, and texts in Classical Civilization which are not otherwise offered in the Classical Studies Curriculum. The areas may include literary, historical, or philosophical topics from Bronze Age Greece to Christian Rome.
Will meet either Div 1a or 1b – Humanities, or DIV II-Social Sciences depending upon topic.
Attributes: ARCH Area A Elective

213 Rise and Fall: Political History in the Ancient Mediterranean
A study in the political history of the societies of the ancient Mediterranean world. We focus on the episodes of constitutional creation and change, the intersection of politics and the judiciary, concepts of citizenship and enfranchisement, and the legalities of war from declaration to cessation. Regular topics will include the Achaemenid Empire, Carthage, Athens after Salamis, and the Women of the Republic and Principate. Readings will be chosen primarily from the ancient biographers, ancient constitutions, the epistolary tradition, and modern scholarship. We will also frequently consider evidence from the material record.
This course is cross-listed as HIST 224 and LWJS 258.
Attributes: HIST Global Comp Hist Crs, Humanities, LAWP Law Elective, LWJS Institutions Elective, Pre-1800 History Course, Social Sciences

221 Greek Art & Archaeology
A general introduction to the art and archaeology of ancient Greece from Prehistoric to Hellenistic times: Bronze Age civilizations (Cycladic, NE Aegean and Trojan, Minoan, Helladic/Mycenaean); Protogeometric, Geometric, Archaic, Classical, and Hellenistic Greece. A survey of architecture (temple, secular funerary), sculpture, vase-painting, monumental painting, metalwork, and minor arts of these periods, both on mainland Greece and in the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S.I Italy and Sicily); comparative study of typological, iconographical, stylistic, and technical aspects and developments; styles and schools, regional trends, historical contextualization of ancient Greek art and brief consideration of socio-economic patterns, political organization, religion, and writing. Evaluation of the ancient Greek artistic legacy and contribution to civilization. Field trips to archaeological collections and Museums.
This course is cross-listed as ARCH 120. Offered every fall.
Attributes: ARCH Area A Elective, ARTH Ancient Art, Arts

224 Roman Art and Archaeology
A general introduction to the art and archaeology of the Roman world from the Late Republic to the 4th century AD. A survey of architecture (temple, public, domestic, palatial, funerary), monumental painting, sculpture, metalwork, and minor arts of these periods in Italy and the rest of the Roman world; particular emphasis on Rome, Pompeii, Herculaneum, Ostia, Greece/Asia Minor, and North Africa. Comparative study of typological, iconographical, stylistic, and technical aspects and developments; regional trends and foreign influences. Historical and cultural contextualization of Roman art and architecture with consideration of socio-economic patterns, political developments, religion, and writing.
This course is cross-listed as ARCH 130. Offered occasionally.
Attributes: ARCH Area A Elective, Arts

251 Greek History
An introduction to the history of ancient Greece focusing on the Persian Wars, the Peloponnesian Wars, ancient Greek intellectual and cultural achievements, and the rise of Macedon. Topics include race, gender and sexuality. Students develop habits for reading ancient and modern sources critically. Assignments introduce students to the primary tools, methods, and conventions of researching and writing in the field of ancient history.
This course is cross-listed as HIST 220.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, HIST European History Course, Pre-1800 History Course, Writing in the Discipline

253 Roman History
An introduction to the history of ancient Rome focusing on the rise and fall of the Republic, the Augustan Age, and the Principate. Topics include race, gender, and sexuality. Students develop habits for reading ancient and modern sources critically. Assignments introduce students to the primary tools, methods, and conventions of researching and writing in the field of ancient history.
Cross-listed as HIST 221.
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, HIST European History Course, Pre-1800 History Course, Social Sciences, Writing in the Discipline

390 Senior Research Colloquium
This capstone course for the classical studies major includes an individually designed research project on an open question in Classical Studies based on a set of primary sources or data, and a reflective essay that applies one or more classical texts to a contemporary issue or problem of the student's choosing. A syllabus of common readings is developed based on student interests as determined prior to the course. Class meetings include discussion of common readings, presentation of draft research and ideas for the reflective essay, field trips to museums and visiting lectures, and discussion of the value of the classical studies major to prospective employers and others. Results of the research and reflection will be published on Dickinson Scholar and publicized via the department blog.
Prerequisite: Three LATN or GREK courses above 102 and CLST 251 or 253.

Community Studies

Courses

230 Documentary Film-Making: Insight, Understanding and Production
This course provides instruction in documentary film-making, including video-taped interviews, shooting, lighting, audio recording, and editing. In addition to the technical aspects of film making, the course will incorporate theoretical examinations of message design, and the socio-cultural impact of documentary films and the documentary film industry to help guide students in the production of socially relevant documentary films of their own conception. Students will produce their own mini-documentary videos about subject-matter of their choosing, and be responsible for theoretical and technical writings in support of their films.
Prerequisites: SOCI 240 OR ANTH 240 OR AMST 302.

290 Dealing with Data: Accessing, Analyzing, and Presenting Social Science Data
This course is designed to support student research and presentation in the social sciences. The first week will introduce students to various databases and data visualizations with concrete examples. The following 5 weeks will focus on one of the following areas related to social data, issues, and policies: Demography and Population, Family Household Structure (by Sex, Race and Ethnicity, SES, national origin, language spoken in household, religion); Health, including quality of life indices within and across countries, Millennium Development Goals, AIDS, teen pregnancy, diabetes…; Inequality; Immigration; Crime and punishment. While addressing social problems, issues, and policies, the course is skills-based and focuses on how to access relevant and reliable data, and then assess, analyze, and present those data in order to build strong arguments. There will be weekly readings that use empirical data to argue points of view on a particular social issue and/or policy, debates, visual presentations, and a final short policy brief. *Prerequisites: at least 2 courses in one of the social sciences.*

Computer Science

Learning Outcomes

Upon graduation from Dickinson, Computer Science majors will be able to:

- solve technical problems by creating computer programs, applying algorithms, and implementing abstractions;
- contribute to large-scale and open source software projects;
- appraise ethical decisions relating to social, legal and technical issues in computing.

Major

A minimum of 11 credits in computer science numbered 132 or higher, including: 132, 190, 232, 256, 290, 314, 332, 491, 492
(Note: 190 and 290 are ½ credit each.)

One course designated as Abstraction Implementation

Three additional elective courses including:

- At least one course in computer science numbered 200 or higher.

- At least one course in computer science numbered 300 or higher. One 200-level or 300-level elective course may be replaced by DATA 300.
- One further elective course related to computation. This elective may be: any course at the 200 level or higher from the COMP, MATH, or DATA programs; or MATH 121, MATH 170, or MATH 171; or any other course approved as computation-related by the department chair. Courses likely to be approved include GIS courses, statistical methods courses in the social sciences, electronics courses, and other courses from the physical sciences with a computational component.

One course in mathematics:
MATH 211

Minor

A minimum of six credits in computer science numbered 132 or higher, including: 132, 190, 232 and 256
(Note: 190 is ½ credit.)

Three additional computer science elective courses including:

- At least one course numbered 200 or higher. This course may be replaced by PHYS 213 or, with prior approval of the department, another appropriate course outside of computer science.
- At least two courses numbered 300 or higher. One of these courses may be replaced by DATA 300.

NOTE: Courses designated as Abstraction Implementation will have COMP 256 and COMP 232 as prerequisites and will require students to implement elements of a computing system at a minimum of three distinct levels of abstraction. Two courses in our current catalog carry this designation: COMP 352 – Computer Networks and COMP 354 – Operating Systems. Additional courses designated Abstraction Implementation will be offered depending upon student and faculty interest.

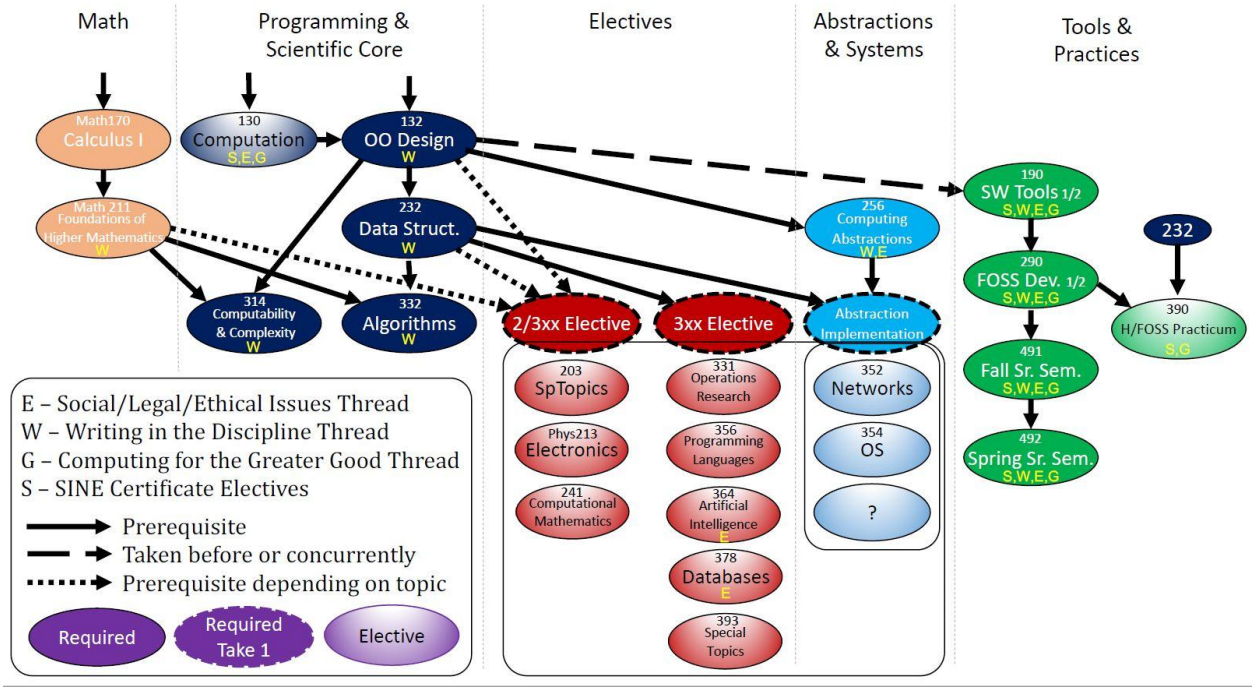
Students matriculating prior to fall 2019 will be able to choose to complete the old or new major requirements. Information about the old curriculum may be found in the College Bulletin.

Students who declared a major or minor in computer science prior to fall 2019 are ensured to be able to complete their program. More information is provided in this document.

Suggested curricular flow through the major

The Structure of the Major:

The curriculum is organized into four main areas (see diagram below): Programming & the Scientific Core; Electives; Abstraction & Systems; and Tools & Practices.



Programming & the Scientific Core: Programming is a practical skill set while also providing a primary mechanism through which much of computer science can be explored and understood. Required courses in the Scientific Core (132, 232, 314, 332) develop and use practical programming and computational problem-solving skills to build a deeper understanding of Computer Science as an academic discipline.

Electives: Two required electives provide an opportunity to explore topic areas within computer science. Recent topics have included: Electronics, Computational Mathematics, Operations Research, Programming Languages, Artificial Intelligence, Database Systems, Cyber Security, Information Security.

Abstractions & Systems: Abstraction is the fundamental principle that underlies and enables the creation of the extraordinarily complex computing systems we use every day. Required courses (256 and an Abstraction Implementation elective, e.g. 352 or 354) develop facility with abstractions through studying their use in systems including computer hardware design, programming languages, computer operating systems and networking, and web application architectures.

Tools & Practices: Modern tools and practices are essential in the creation, testing and maintenance of large software projects. Required courses (190, 290) introduce and

provide exposure to modern tools and practices in the context of a real-world Free and Open Source Software (FOSS) project. In the year-long Senior Seminar (491, 492) students gain additional real-world experience through engaging in a research project or through participating in a FOSS project community.

Recent FOSS communities that students have joined have included:

- Godot Game Engine: Godot is an open-source 2D and 3D video game development platform that offers a fully integrated, scalable, and transparent game development experience.
- Jenkins: The leading open source automation server, Jenkins provides hundreds of plugins to support building, deploying, and automating any project. Jenkins enables developers to test their code faster and receive prompt feedback.
- Book Project: An open source web application that allows users to track books they're currently reading, what they want to read, or goals they have for reading. The project was started using Java, Vaadin, and Spring Boot, but currently is migrating to React and TypeScript.
- NumPy: NumPy is a fundamental package for scientific computing in Python. It is a library that provides various objects and functions such as multidimensional array object, masked arrays/matrices, and an assortment of routines for fast operations on arrays, including mathematical, logical, shape manipulation, sorting, selecting, I/O, basic linear algebra, Fourier transformations, and much more.
- Open MRS: Started in a single medical clinic in Kenya, aims to improve general medical care and pandemic response by building an electronic medical records system.
- freeCodeCamp: Helps millions of people develop employable technical skills by expanding access to programming education and skills training through a free and open source platform and community developed curricular materials.
- Atom: A widely used hackable open source text editor supported by GitHub for collaborative software development.
- React Native: An open source JavaScript framework supported by Facebook and partners for building native mobile applications using React.
- Audacity: An audio editing and recording application produced as open source software by a community of volunteers.

Recent research projects have included:

- Chaos Genetic Algorithms vs Genetic Algorithms: Why the Distributions of Mutation Sizes Matter
- NSF: Collaborative Research: Broadening Participation in Computing through Authentic Collaborative, Engagement with Computing for the Greater Good
- Analysis of Transport Layer Congestion Control Algorithms in 5G Millimeter-Wave Networks
- FarmData2 Development
- Developing Heuristics for 0-1 Cubic Knapsack Problems
- Handover Mechanisms in 5G MmWave Networks
- Empirical Evaluation of Low-Power Wide Area Networks for Internet of Things
- Self-adaptive Chaotic Mutation Operators in Evolutionary Computation
- Secure and Lightweight Communication in Heterogeneous IoT Environments

A full listing of the projects worked on both in the senior seminar and through independent study and research opportunities can be found on the Student-Faculty Research page.

In addition to the above technical organization there are three cross-cutting threads that run throughout the major: Computing for the Greater Good; Social, Legal & Ethical Issues; and Writing in the Discipline.

Computing for the Greater Good: The technical and business value of computing is well known. This thread emphasizes the power of computing to be a driver of social change. Students learn about and participate in Humanitarian Free and Open Source Software (HFOSS) communities, building software systems that address societal and community challenges.

Social, Legal & Ethical Issues: When computing and technology become ubiquitous and pervasive, many social, legal and ethical issues arise. This thread introduces ethical reasoning and examines the issues surrounding topics such as autonomous vehicles, algorithmic bias, privacy, artificial intelligence, recommendation systems, internet of things, cyber currency and others.

Writing in the Discipline: Computer science graduates go on to write in a wide variety of styles for a range of audiences. This thread provides students with practice and feedback on several styles of writing relevant to the discipline. Students ultimately build a portfolio of writing though completion of focused assignments that include writing:

readable, maintainable code for developers; coherent, detailed documentation for users; technical specifications for managers and implementers; presentations of technical topics for more general audiences; and evaluations of social, legal and ethical issues in computing.

Paths through the Major:

Careful consideration has been given to ensuring that students can begin the major in computer science immediately, or as late as their third semester and in all cases still complete the major in four years and have at least one option for study abroad.

The scenarios below illustrate the different courses of study based upon when the major is begun and with which course. For example, the column for scenario A shows the path for a student taking COMP 130 in the first semester, while the column for Scenario C shows the path for a student taking it in the third semester. Scenario D requires prior computer science experience and Scenario E requires advanced placement. Study abroad is shown with minimal or no COMP courses taken while away to allow the broadest possible study abroad opportunities. Students not studying abroad, or taking COMP courses while away (which most do) can adapt the scenarios accordingly.

Scenario	A	B	C	D	E
1st Fall	130	X	X	M170, 132	M170, 232
1st Spring	M170, 132	130	X	M211, 256	M211, 256
2nd Fall	M211, 190 232	M170, 132, 190	130	190, 232	190, 2/3xx
2nd Spring	256, 290, 314	M211, 256, 290	M170, M211, 132	290, 2/3xx, 314	290, 314, 3xx
3rd Fall	Study Abroad	232 [1]	190, 232 [1]	Study Abroad	Study Abroad
3rd Spring	Study Abroad	Study Abroad	256, 290 [1]	Study Abroad	Study Abroad

Scenario	A	B	C	D	E
4th Fall	2/3xx, 332, 491	2/3xx, 332, 3xx, 491	2/3xx, 332, 491	332, 491	332, 491
4th Spring	3xxA, 3xx, 492	314, 3xxA, 492	314, 3xxA, 3xx, 492	3xxA, 3xx, 492	3xxA, 492

[1] Study abroad is possible here with careful planning. Please consult with your computer science advisor as early as possible to identify a study abroad program for this scenario.

Notes:

- 2/3xx indicates a 200- or 300-level elective
- 3xxA indicates a 300-level Abstraction Implementation elective
- Study abroad options have been shown with minimal or no COMP taken to allow for the maximum range of possible study abroad opportunities. If students take COMP courses while abroad, which we anticipate most will, scheduling flexibility increases and the course load can be distributed more evenly across the remaining semesters.

Major Advisors:

A student wishing to declare a major should contact the department chair; detailed instructions for declaring a computer science major are available on a separate page. Based on the student's preferences, interests and current faculty advising loads the chair will assign one of the department faculty as the major advisor. Students are encouraged to meet with their major advisor at least once per term prior to course selection to discuss directions of study and how they align with future goals and plans.

Honors

Departmental honors is the highest distinction that the Department can award to a Major. Majors who receive departmental honors will be those who demonstrate a broad mastery of the discipline as well as an ability to complete and present high quality research. A broad mastery of the discipline is demonstrated by a GPA of 3.40 or higher in all courses

related to the major. The ability to complete high quality research is demonstrated by the completion of a yearlong research project. This project will be characterized by an independent and in-depth study of an advanced topic including a literature search, reading of original sources and a novel formulation of results. Finally, the ability to present such research is demonstrated by the preparation of an honors thesis, a public presentation and a successful defense of the work to the department faculty. More detailed information is available on the department's web site.

Opportunities for off-campus study

The Computer Science program has been designed to support and encourage participation in a variety of study-abroad programs. The majority of computer science majors who study abroad do so in one of three programs that have strong computer science offerings: The University of East Anglia in Norwich England, The University of Otago in Dunedin New Zealand or with the Danish Institute for Study Abroad (DIS) in Copenhagen, Denmark. Students with strong foreign language skills have also studied computer science in Germany, Russia, Italy, and Japan. With careful planning, students are also able to study abroad on programs of interest where computer science courses are not available. The table above illustrates a variety of options for how study abroad fits within typical paths through the major. A full list of study abroad options for Dickinson students is available through the Center for Global Studies and Engagement. Current students are encouraged to discuss study abroad plans and develop a plan of study with their computer science major advisor during their first-year or early in their sophomore year.

Co-curricular activities/programs

The department has an active competitive programming team that competes in several competitions each year including the ACM Regional Programming Contest and a contest hosted at Dickinson each spring. Contact any of the department faculty if you are interested in participating.

The Math and Computer Science Society is a student-run club that organizes academic and social events in the department, such as departmental coffees, an ice cream social, a pi-day event, game nights, happy hours, and career-related activities.

The department runs the Math/CS Chats: a colloquium series, in which speakers (faculty, alumni and other guests) give talks of academic interest to majors in mathematics and computer science. These talks typically occur over the lunch hour and pizza is provided.

Courses

130 Introduction to Computing
An introduction to computer science as a scientific discipline. The key elements of computer programming will be introduced, using the Python programming language. This leads to techniques for solving problems and conducting scientific investigations via computation. Core topics include: programming constructs such as conditionals, loops, functions, and parameters; data structures such as arrays and dictionaries; libraries and objects; algorithmic techniques such as recursion; and software engineering techniques such as testing and debugging. Additional topics include social, legal and ethical issues raised by computing and computing for the greater good.
Students may not take this course for credit if they have already received credit for COMP 132 or COMP 232.
Attributes: ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

132 Principles of Object-Oriented Design
An introduction to object-oriented software design using Java. Topics include objects, classes, code modularity and reusability, abstraction, encapsulation, inheritance, polymorphism, and design patterns. Additional topics include unit testing, recursion, empirical and theoretical comparison of elementary algorithms. The lab component focuses on programming as a tool for solving problems and simulating real-world events.
Prerequisite: Equivalent of one course of prior programming experience. See Advising Guide for placement advice for 130 and 132. Three hours classroom and two hours laboratory a week. Offered every semester.
Attributes: ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

180 Introduction to Data Science
An introduction to the principles and tools of data science focusing on exploratory data analysis. Topics include types of variables, mathematical representations of data, data wrangling and transformations, data visualization and numerical summaries, and supervised and unsupervised machine learning. The course includes an introduction to the R statistical programming language.
Prerequisites: MATH 170 or department placement. This course is cross-listed as DATA 180 and MATH 180. Offered every semester.
Attributes: ENST Foundations (ESFN)

190 Tools and Techniques for Software Development
An introduction to the Unix command line environment, shell scripting, system administration, debugging tools and version control. Skills developed will be applied in the context of a Humanitarian Free and Open Source Software (HFOSS) project. Case studies of social, legal and ethical issues raised by computing and computing for the

greater good will complement the technical skill development.
Prerequisite: 132, may be taken concurrently. One-half credit. Graded CR/NC. 75 minutes of classroom per week. Offered every fall.

200 Data Systems for Data Analytics
A comprehensive introduction to the access, structure, storage, and representation of data as it applies to data analytics. The tabular data model, relational data model, and hierarchical data model are studied. Topics include the use of structured query language (SQL) to extract and manipulate data from a relational database, APIs to extract information from web services, and methodologies for processing unstructured data. The primary programming language used in the course is Python.
Prerequisite: COMP 130 or 132, and DATA/COMP/MATH 180. Cross-listed with DATA 200. Offered every semester.

203 Special Topics
Topics to be announced when offered. Possible topics include: Cyber Security, Robotics, Programming Challenges and others depending upon faculty and student interest.
Prerequisite dependent on topic. One-half or one course credit.

232 Data Structures and Problem Solving
An advanced problem-solving course that focuses on the design, analysis and application of data structures including lists, stacks, queues, trees, and hash tables. Concepts in generic and functional programming are introduced. This course also further develops understanding and use of asymptotic analysis.
Prerequisite: 132. Offered every fall.

241 Computational Mathematics
An introduction to a broad range of numerical methods for solving mathematical problems that arise in science and engineering. Focus is given to developing a basic understanding of numerical algorithms, their applicability, and their limitations. Topics typically include floating-point number representation, sources of error, conditioning and numerical stability, root finding, solutions of both linear and nonlinear systems, least squares, splines and polynomial interpolation, optimization, and numerical differentiation and integration. The implementation and validation of algorithms through computer programming is also emphasized. No prior programming experience is required.
Prerequisite: Completion of two of the following courses: MATH 170,171, 211 and 270. This course is cross-listed as MATH 241. Offered in even numbered spring semesters. Attributes: ENST Foundations (ESFN)

256 Computing Abstractions
A broad examination of the role and evolution of the abstraction hierarchies that enable the construction of complex computing systems. Examples spanning the field of computer science will be used, including: machine organization and architecture, data representation, language translation, operating systems, concurrency, networks, and web application architectures.
Prerequisite: 132. Three hours of classroom and two hours of laboratory a week. Offered every spring.

290 Large-scale and Open Source Software Development
An introduction to large-scale software development through participation in a Humanitarian Free and Open Source Software (HFOSS) project. Readings and discussions will focus on FOSS and HFOSS philosophy, licensing, communication tools, project and community organization, and software engineering topics related to large-scale software development. Case studies of social, legal and ethical issues raised by computing and computing for the greater good will complement participation in the HFOSS project.
Prerequisites: 132 and 190. One-half credit. Graded CR/NC. 75 minutes of classroom per week. Offered every spring.

314 Computability and Complexity
An introduction to the theory of computation, addressing the fundamental question of what problems can be solved using computers, both in principle and when efficiency is taken into account. Topics may include: finite automata, undecidable problems (such as the halting problem), Turing machines, regular languages, context-free grammars, universal computation, elementary complexity classes, NP-completeness, and the P vs NP problem.
Prerequisites: 132 and MATH 211. This course is cross-listed as MATH 314. Offered every spring.

331 Operations Research
An introduction to deterministic operations research, including linear programming, sensitivity analysis, and duality. Special topics may include transportation and assignment problems, network models, integer programming, and game theory.
Prerequisite: 262. This course is cross-listed as MATH 331. Offered in odd numbered fall semesters.
Attributes: ENST Foundations (ESFN), Quantitative Econ Elective

332 Analysis of Algorithms
A study of algorithmic approaches to problem-solving and techniques for analyzing and

comparing algorithms. Algorithm design strategies such as divide-and-conquer, dynamic programming, and backtracking will be explored in conjunction with problems that they solve and the data structures that they use (e.g. graphs). Topics in computational complexity include formal use of upper, lower and tight asymptotic bounds, analysis of recursive algorithms and lower bound arguments.
Prerequisite: 232, MATH 211. Offered every fall.

352 Computer Networks
An introduction to the fundamental concepts in computer networking with a focus on the Internet's architecture and protocols. Topics include layered architectures, client-server computing, routing, switching, reliable and unreliable protocols, data encoding and compression, error detection and correction, flow control, congestion control, and network performance metrics. Additional topics may include wireless networks and security
Prerequisite: 232 and 256.
Attributes: COMP Abstraction Implement.

354 Operating Systems
A study of the principles underlying the organization and implementation of computer operating systems. Topics include multiprogramming, time-sharing, mutual exclusion and synchronization, process scheduling, memory management, and file systems.
Prerequisites: 232 and 256.
Attributes: COMP Abstraction Implement.

356 Programming Language Structures
An examination of the major programming language paradigms. The course also explores the basic properties and special facilities of languages representing each paradigm. Topics include data types, scope rules, block structures, procedure calls and parameter types, and storage allocation considerations.
Prerequisite: 232. Offered every fall.

364 Artificial Intelligence
A survey of techniques for applying computers to tasks usually considered to require human intelligence. Topics include knowledge representation and reasoning, search and constraint satisfaction, evolutionary and genetic algorithms, machine learning, neural networks, and philosophical questions.
Prerequisites: 232 and MATH 211. Offered in even numbered fall semesters.

378 Database Systems
A study of the conceptual, technical and social issues involved in organizing, storing and

accessing large volumes of data. Topics may include data modeling, relational database design, relational algebra, data definition languages, data manipulation languages, and the storage and manipulation of unstructured data.
Prerequisites: 232 and MATH 211.

390 Free and Open Source Development Practicum
An independent study in which an individual student or small team of students participates in a Humanitarian and/or Free and Open Source (H/FOSS) community for the semester under the guidance of a faculty mentor. Interested students must identify a faculty mentor, select and justify the H/FOSS community and negotiate the scope of work prior to registration.
Prerequisite: 232 and 290.

393 Special Topics
Topics to be announced when offered. Possible topics include: Compiler Design, Artificial Life, Biologically Inspired Computing, Cyber Security, Machine Learning, and others depending upon faculty and student interest.
Prerequisite dependent upon topic. One-half or one course credit.

491 Fall Senior Seminar
A senior capstone course. Students identify and begin a year-long project with options including honors and independent research projects or participation in a Free and Open Source Software (FOSS) project. Class readings and discussions will focus on social, legal and ethical issues in computing, software engineering topics and contemporary issues in computer science. Written and oral presentation of technical and non-technical content will be required.
Prerequisite: 290 and Senior standing. Offered every fall.

492 Spring Senior Seminar
A continuation of the senior capstone course. Students continue the year-long project begun in 491. Class readings and discussions will focus on additional social, legal and ethical issues in computing, software engineering topics and contemporary issues in computer science. Written and oral presentation of technical and non-technical content and a final public presentation of the completed project will be required.
Prerequisite: 491. Offered every spring.

Creative Writing

Minor

This minor may be undertaken in conjunction with any major at the college; it is not an emphasis within the English major. Required classes for the minor:

6 courses
CRWR 218: Introduction to Creative Writing: Fiction and Poetry
CRWR 219: Topics in Creative Writing
CRWR 317 or 319: Advanced Creative Writing: Fiction or Advanced Creative Writing: Poetry
CRWR 317 or 319: Advanced Creative Writing: Fiction or Advanced Creative Writing: Poetry*
A writing elective: another 219, 316, 317 or 319
A literature course in any language

* The advanced course can be repeated *in the same genre.*

Courses

218 Creative Writing: Poetry and Fiction
An introductory creative writing workshop in poetry and fiction.
Attributes: Arts

219 Topics in Creative Writing
May include memoir, creative nonfiction, screenwriting, biography, novel writing, graphic novel, playwriting, "genre" fiction (e.g., detective, sci-fi), subgenres of poetry (e.g., visual poetry), subgenres of fiction (e.g., Magical Realism), and other forms of non-analytical writing not routinely offered. *Prerequisite: CRWR 218 or any film course when topic is Screenwriting; otherwise none.*
Attributes: Arts

316 Advanced Creative Writing: Special Topics
Creative writing at the advanced level in genres other than poetry and fiction.
Prerequisite: introductory course in appropriate genre.

317 Advanced Creative Writing: Fiction
Writing and discussion of fiction.
Prerequisite: 218 or permission of the instructor.

319 Advanced Creative Writing: Poetry
Writing and discussion of poetry.
Prerequisite: 218 or permission of the instructor.

Dance

Learning Outcomes

Upon graduation from Dickinson, Theatre Arts majors – Acting & Directing option will be able to:

- practice collaborative skills in various theatrical contexts to work as a member of an ensemble;
- analyze dramaturgy, history and context and apply to creation of performance;
- apply physical and vocal technique to creation of performance;
- describe approaches, both creative and historical, classical and contemporary, to theater production.

Upon graduation from Dickinson, Theatre Arts majors – Design & Technology option will be able to:

- analyze and interpret text, movement, and devised work which form the foundation of live performance;
- apply the principles and techniques of technical theatre and design to actualized performative work;
- collaborate with others on the necessary aesthetic elements for production, working through the process from conception through execution as a collectively created production comes to life;
- attain basic skills necessary for work in technical theatre including but not necessarily limited to wood and steel construction, lighting technology, soft goods manipulation and construction, painting and dyeing, craftwork, sound engineering, and media making.

Upon graduation from Dickinson, Dance majors will be able to:

- define, repeat, translate and embody with anatomical knowledge the physical practices of various dance forms;
- identify the diverse functions that dance performs in culture and articulate how social, political and cultural factors shape the field of dance;
- analyze the distinguishing characteristics of various dance forms;

- apply tools of dance composition, skills of collaboration, and productive modes of critical feedback and current professional standards to create dance production and performance.

Upon graduation from Dickinson, Dance & Music majors will be able to:

- develop and articulate coherent interdisciplinary interpretations of the outcomes of musical and dance thought and activity (compositions, cultural discourse, performances, texts) through the lenses of performance and/or theoretical, cultural, and historical analysis;
- identify, critically assess, and apply relevant scholarly methodologies to cogently analyze the intersection of dance and music;
- deploy elements of music and/or movement to create successful, original music and/or dance compositions.

Major

Theatre Arts Major
11 credits

CORE (8 credits)
101, 201, 203, 205, and 319
Two from 121-221 Movement Studio (.5 credit each)
One from each of the following:

1. 131-133 (.5 credit)
2. 231-236
3. 190 or 220 (.5 credit)

PRE-APPROVED CLUSTERS
For Acting and Directing Emphasis (Choose 3):
THDA 300: Acting II: Movement/Voice Technique and Devised Theater
THDA 303: Acting II: Advanced Technique and Classical Drama
THDA 305: Advanced Directing
THDA 495: Senior Project (full credit, fall and spring)

For Design and Technology Emphasis
One additional course from each of the following:

1. 131-133 (.5 credits)
2. 231-236
3. 190 (.5 credit)

One additional full credit from:

- 131-133 and 190 (.5 credit each)
- 231-236
- 495 (.5 credit each), 500, 550, 560
- ARTH 101, 102, 122, 123

Dance Major (11 credits)
102, 204, 215, 300, and 316
131-133 (.5 credit)
190 or 220 (.5 credit)
One of the following: 231-236
Four semesters of dance technique, at least two from 121-322 Movement Studio/Lab (.5 credit each)
Two 220 courses (.5 credit each)
One of the following: 203, 214, 304, or 495 (full credit, fall and spring)

The best way to become involved in theatre or dance at Dickinson is to participate in the Mermaid Players or Dance Theatre Group.

NOTES: All students intending to propose a senior project (THDA 495) as part of their theatre major should be aware of the pre-requisite of two 0.5 course credits in Production and Performance. Students will not be given permission to complete a senior project in theatre without these two units of Production and performance credit.

Students may propose individualized clusters; however, these must be submitted for approval by the department of theatre and dance by the end of the student's 5th semester in residence. If a student does not propose a cluster by this point, they MUST complete one of the pre-approved clusters as listed.

For students interested in the Dickinson College Ballet Certificate Program with Central Pennsylvania Youth Ballet (CPYB), please see the curriculum requirements on the certificate webpage.

Minor

Theatre Arts: Two from 131-133 (.5 credit each) or one from 231-236; 201; 203; 205; 300 or one course in Movement Studio; and 319

Dance: 102; two from 131-133 (.5 credit each) or one from 231-236; 204; 316; one course in dance technique; and 220 or 304

Suggested curricular flow through the major

Theatre – Acting/directing and Design Tech

First Year
Theatre as Social Exploration (THDA 101) Acting I (THDA 203)

Movement Studio (THDA 121-221)

For Design/Tech emphasis: At least 2 technology credits (.5 credit each), THDA 131, 132, or 133

Sophomore Year
Design course (THDA 231, 232, 233, 234, 235, 236) Directing (THDA 205)

Possibly Theater History Seminar (THDA 201) if not offered in senior year For Design/Tech- (THDA 231-236)

Junior Year
If not going abroad: Advanced Directing (THDA 305) or Advanced Acting (THDA 300 - 303), Design (THDA 231-236)

For Design/Tech: (THDA 131-133)

Senior Year
Advanced Directing (THDA 305)

Topics in Design (THDA 231-236)

Theater History (THDA 201)

Advanced Acting (THDA 300 - 303) Senior Project (THDA 495)

For Design Tech: independent study or ARTH classes or additional design courses

THDA 495: Senior Project (.5 course each semester, fall and spring)

THDA 222: Movement Studio or another dance class (International Dance, Jazz or Ballet)

Dance

Dance First Year
THDA 102: Introduction to Global Dance Studies

THDA 121 Movement Studio

THDA 131, 132, 133 Costume Construction, Scenic Construction (.5 credit each, take 2)

Change THDA 220 Dance Repertory to THDA 220 Dance Production and Performance (can be taken every semester, take at least two semesters for majors)

Dance Sophomore Year
THDA 204: Fundamentals of Choreography

THDA 215: The Thinking Body: Human Anatomy and Movement (taught alternate years)

THDA 221: Movement Studio I

THDA 125 International Dance

Junior Year
THDA 230: Design Principles and Practices for the Stage (taught only in Spring semester)NOTE: If not going abroad: THDA 304: Applied Choreograph or

THDA 300: Acting II - Movement/Voice Technique and Devised Theatre

THDA 316: Dance History Seminar

THDA 321: *Movement Lab III or another dance class (International Dance 125, West African or Jazz or Ballet)
*THDA 321/322 Movement Lab

Senior Year
THDA 495: Senior Project (.5 course each semester, fall and spring)

Senior Portfolio Review. A preliminary review takes place in the fall, and the final review at the end of the second semester senior year.

Dance emphasis students are expected to take technique classes every semester and all majors should be active in the co-curriculum THDA 220 Dance Production and Performance

Honors

Major GPA of 3.5.
The Honors projects may consist of:

1. A research based thesis in literature, aesthetics, dramaturgical analyses or history of any of the theatre arts; or
2. A creative project in acting, dance, design, direction, or choreography. Performance projects should be supplemented by production materials as requested by the department as well by a research paper relating the project to its specific theatrical context.

All honors students will take an oral examination at the end of their final semester in the general field of the honors project/paper.

Opportunities for off-campus study

Majors are strongly encouraged to study abroad, but study abroad is not a requirement. Students should consult with the chair of the department and the executive director of the Center for Global Study and Engagement.

Co-curricular activities/programs

Dance Theatre Group and **the Mermaid Players** are Dickinson's co-curricular student theatre and dance organizations. Together with the department, they produce high quality, well-attended productions and concerts which are supervised by faculty and professional artists. They are open to all students regardless of class year or major field. The department also produces smaller-scale productions which are often supervised by experienced and committed students; these include the "Senior Projects," "Lab Shows" and "First Year Plays" theatre programs and "Fresh Works" and "Salon" dance program. Auditions open to all students (with the exception of First Year Plays, open only to first-year students) are held before each production. All students are encouraged to participate backstage by volunteering and contacting the production manager of the department. No experience is necessary, and patient instruction, often from experienced students, is always available. Opportunities for off-campus study

Majors are strongly encouraged to study abroad, but study abroad is not a requirement. Students should consult with the chair of the department and the executive director of the Center for Global Study and Engagement.

Courses

The following course is offered in summer semester in England program:

110 Theatre in England
A topics course in the history and performance of drama which uses performances in and expertise of the theatrical world in London as resources for its study. Taught only in the Summer Semester in England program. This course fulfills the Arts (Division I C) distribution requirement.
Attributes: Arts

Theatre Arts Courses

101 Theatre as Social Exploration
Theatre has always been, and continues to be, an artistic form in which society sees itself portrayed. Theatre artists reflect and are influenced by the way they see current social situations, but they also construct and present social criticism that points to a different or desired social future. This course will explore how theatre artists have contributed to movements advocating equality for individuals regardless of their race, religion, ethnicity, gender or sexual orientation. A comparison will also be drawn by exploring how theatre artists' advocacy and perspective on such issues can be seen throughout theatrical history (in plays such as Shakespeare's Othello, Euripides' The Trojan Women, or Ibsen's A Doll's House, for instance.) By examining the rich tradition of dramatic performances—and especially through looking at performances on contemporary stages and in related dramatic forms--an appreciation for the role of the artist as an agent for social equality and change will be pursued through the course.
Attributes: Arts, US Diversity

102 Introduction to Global Dance Studies
This is an introductory course that explores dance forms from six different regions: Africa, India, North America, Europe, South America and Asia. Focus will be on how dance functions within various social structures and how these functions operate to re-inscribe, contest or legitimate race, class, and gender identity formations. Issues such as authenticity, hybridity, cultural tourism and globalization will be examined. Through an interactive classroom, guest artists and studio work, we will gain a deeper kinesthetic understanding of how dance can operate as a powerful cultural tool, glue or agent for social change.
Offered every two years.
Attributes: Arts, Global Diversity, Sustainability Connections

111 Classical Ballet Beginning Level
Classes taught under the direction of the CPYB faculty. Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to

alignment, placement and proper execution of steps will be covered in depth. Studio/classroom location is TBA.
This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class. Credit/no credit

112 Classical Ballet Beginning Level
Classes taught under the direction of the CPYB faculty. Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Studio/classroom location is TBA.
This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class. Credit/no credit

121 Movement Studio
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness, connection and expression. Materials will be selected from a variety of contemporary dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when combined with a .5 class of a different dance genre. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

122 Movement Studio
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness, connection and expression. Materials will be selected from a variety of contemporary dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to

develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. Two .5 academic credits of dance one in Movement Studio and one in the genre of their choosing will satisfy the requirement. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

123 Jazz Dance I
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

124 Jazz Dance I
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

125 International Dance
This course will introduce the movement vocabulary and performance techniques of dance form(s) from different cultures. In this studio-based course, students will develop their skills as performers of specific styles/forms of dance from around the world. The historical and cultural significance of the dance form(s) will also be addressed. Each course may be repeated for credit with permission of the instructor.
Carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

131 Scenic Construction and Painting Techniques
This is a studio course which will meet flexibly for three hours each week. Students will

learn foundational skills and techniques associated with creating the sets for shows and film by learning to understand and by using the basic tools, concepts and techniques associated with carpentry and painting. Students will learn through hands-on exercises. This is a practical, experiential course; throughout the semester the students involved will create the physical environments for our shows and films being produced at the college. Special attention is paid to the sourcing of materials, and what stream these materials end up in, once our "use" for it has expired.
Carries .5 academic credit. Two .5 academic credits of THDA 131-133 can be used to satisfy the Arts distribution requirement.

132 Costume and Soft-Goods Construction
A hands-on course in the machine and hand stitching skills required for building costumes and other fabric items for stage, this is a project based course. Students will work on individual projects to build the skills needed to work on projects for stage in the department's production program.
Carries .5 academic credit. Two .5 academic credits of THDA 131-133 can be used to satisfy the Arts distribution requirement.

133 Craft Construction for Stage
This course will teach the basic skills to create masks, puppets, props, and other performance objects for the stage and is a project-based course. Students will learn basic sculpting as well as molding and casting working with a variety of materials. These skills will be applied to projects that will be used in departmental productions.
Carries .5 academic credit. Two .5 academic credits of THDA 131-133 can be used to satisfy the Arts distribution requirement.

190 Production and Performance
A laboratory experience in the creation and performance of theatre production. Under the guidance of faculty, students will explore the interpretive processes by which theatre productions are rehearsed, built and presented.
Carries .5 academic credit. Credit/no credit. Prerequisite: Permission of instructor based on an open audition process for performance or application process for production. Two .5 academic credits of this course can be used to satisfy the Arts distribution requirement.

201 Theatre History
The impulse to perform (and to be an audience) can be traced back to the very roots of human society. This course will explore the origins and evolution of theatre as a formal art within the context of western cultures. Beginning with the Theatre of Greece in the 5th Century BCE and proceeding up to the 20th Century, the broad relationship of art and culture will be illustrated through examination of both written plays and historical

artifacts regarding play production in classical, medieval, early modern and modern eras. Students will learn through traditional classroom lectures and readings, and also through more performance-oriented exercises and explorations.
Attributes: Arts

203 Acting I
An introduction to the principles and theories of acting combined with practical exercises and scene performance. This course fulfills the Arts distribution requirement.
Attributes: Arts

204 Fundamentals of Choreography and Dance Composition
A studio-based course designed to introduce the student to various tools to generate and create original dance compositions. Basic elements such as time, space, energy, dynamics, movement generation, and quality are explored in addition to multiple structuring devices. Using an interdisciplinary lens, this course offers a different approach to art making from related fields such as visual art, literature, and media in order to treat dance composition as a relevant response to the contemporary moment.
Prerequisite: 102, or permission of the instructor. One studio course in dance is recommended.
Attributes: Arts

205 Directing
A study of the major techniques employed by stage directors. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises including the direction of scenes.
Prerequisite: 203.

211 Classical Ballet Intermediate Level
Studio classes in classical ballet taught at the intermediate/advanced level by teachers from the Central Pennsylvania Youth Ballet (CPYB) at the Dickinson Dance studio (The Site). The class is geared towards students who have had at least ten years of consecutive ballet training. Taught by CPYB instructors, students have the opportunity to maintain and hone their ballet technique. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson Dance Studio 25-27 High Street “The Site”.
This course satisfies the Arts distribution credit when taken with a .5 Movement Studio class. Credit/no credit

212 Classical Ballet Intermediate Level
Studio classes in classical ballet taught at the intermediate/advance level by teachers from

the Central Pennsylvania Youth Ballet (CPYB) at the Dickinson Dance studio (The Site). The class is geared towards students who have had at least ten years of consecutive ballet training. Taught by CPYB instructors, students have the opportunity to maintain and hone their ballet technique. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson Dance Studio 25-27 High Street "The Site".
This course satisfies the Arts distribution credit when taken with a .5 Movement Studio class. Credit/no credit

214 Special Topics in Dance
This course examines and applies theoretical and/or scientific study to the dancing body through experiential investigation, reading and lecture.
Prerequisite: Dependent upon topic.
Attributes: Arts

215 The Thinking Body: Human Movement and Anatomy
This course employs an experiential approach to the science and expressive potential of human movement. It is meant to give students a foundation in anatomy and kinesiology basics. Simultaneously, significant time will be spent in explorations designed to deepen body-mind connections. We will focus on the act of embodiment - how does factual knowledge of the body help us move more efficiently and utilize healthy biomechanics? Through course readings, movement exercises, guest lectures, writing, partnered activities and self-directed independent studio time, we will connect how broad analytical frameworks of the human body apply to the personal and individual experience of movement.
Attributes: Health Studies Elective, NRSC Non-Div 3 Elective

220 Dance Production and Performance
A laboratory experience in the creation and performance of dance for the concert stage. Under the guidance of faculty or guest professional choreographers, students will explore the interpretive processes by which dances are created.
Carries .5 academic credit. Credit/no credit. Prerequisite: Permission of instructor based on an open audition process for performance or application process for production. Two .5 academic credits of this course can be used to satisfy the Arts distribution requirement.

221 Movement Studio II
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness,

connection and expression. Materials will be selected from a variety of contemporary dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. Two .5 academic credits of dance one in Movement Studio and one in the genre of their choosing will satisfy the requirement. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

222 Movement Studio II
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness, connection and expression. Materials will be selected from a variety of contemporary dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when combined with a .5 class of a different dance genre. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

223 Jazz Dance II
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

224 Jazz Dance II
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

231 Scenic Design
An introduction to the processes, tools, and collaborative nature of scenic design for theatrical productions. Students will learn basic conventions of scenic/set design such as drafting, 3-d modeling, scale and ground plan design. Through analysis of directors' scripts, concepts and story boards, alongside visual research, students will prepare original models and renderings for assigned projects.
Attributes: Arts

232 Media Making - Creating with Cameras, TV's, Computers and Projectors
Students will learn the foundational skills associated with cameras, broadcast, film editing, and playback through TV's, computers and projectors. This course serves as an introduction to the concepts and techniques involved in various forms of filmed production work. In this hands-on course, the student will study contemporary context, past and present practitioners, procedures, tools, and theories surrounding mediated work while making various creations of their own. Through studio exercises, experiments, readings, and presentations, the student will be given the opportunity to develop both a broader understanding of the conceptual and theoretical work that mediated culture has on our society, but also allow the student to engage with an artistic practice of their own.
Attributes: Arts, Film & Media Studies Elective

233 Sustainable Light Design
This class explores the artistry of light within a live performance context as well as the use of light design in film. Students will gain an introductory understanding of the basic tools and equipment used in film and on stage to create lighting designs, while studying both technique and theory associated with the art forms through the lens of the United Nations Sustainable Development Goals. This class is divided into theoretical exploration and hands-on studio work which stresses the conceptual and artistic elements of these abstract design forms while giving the student the basic technical skills required to create

work with light while keeping an eye toward the environmental consequences, impacts, and benefits that light may have. Studio projects will fluctuate between conceptual work to gain a broader understanding and foundation of tools and techniques, to realized, large scale designs on the mainstage and for the camera.
Attributes: Arts

234 Object Lessons: Design and Creation of Performance Objects for Stage and Screen
Masks and puppets have had ritual and performative meaning in human tradition since before the written word was able to record their significance. This course is both a historical and cultural look at the creation and use of masks and puppets in a variety of cultures across the world, introducing students to many traditions of performance objects through both study and through creation and performance. There will be a strong focus on both natural, traditional materials for mask and puppetry as well as repurposed materials for construction. Although not required, previous experience in Craft Construction or co-enrollment in Craft Construction is both welcomed and encouraged.
Attributes: Arts

235 Costume Design as Artistic Practice
This course connects students with the process of costume design from concept to creation to performance. The first half of the semester will be connected with the department's production program where students will assist the resident designer and observe the process of manifesting design ideas on stage while studying design skills in a studio setting. The second half of the semester will focus on students designing for other students in semester showcase productions and/or Freshworks.
Prerequisite: 132 or permission of the instructor.
Attributes: Arts

236 Magic Garments: The History of Costume Design for Performing Arts and Media
This course will give students an overview of the history of costume design for live and mediated performance with a focus on how clothing impacts visual production and storytelling. There will be an examination of how different cultures and communities approach clothing as connected to performance as well as a deep look at the cultural significance of the use of clothing to denote character, status, and purpose.
Attributes: Arts

300 Acting II: Movement/Voice Technique and Devised Theatre
This course will explore the creative process through movement and language. The student will work individually and in groups to create performance pieces based upon

principles of text and movement. The class aims to develop the expressive power of the voice and body while fostering interdisciplinary thinking and artistic experimentation and an appreciation for the historic intersection of dance and theater.
Prerequisite: 203 and/or 200-level movement.

302 Special Topics in Theatre and Dance
An examination of selected aspects of theatrical experiment, theory, and practice. Topics chosen at the discretion of the instructor and in consultation with students, e.g., advanced study in various aspects of production, design, performance, and staging as well as special topics in dramatic literature, history, and theory.
Prerequisite: Dependent upon topic.
Attributes: Arts

303 Acting II: Advanced Technique and Classical Drama
An in-depth examination of the process of acting. Technical, interpretive, and psychological aspects are explored through reading, exercises, and scene performances. Major theories of acting are presented and discussed in the context of developing a workable, individualized approach to acting.
Prerequisite: 203.

304 Applied Choreography
This course will focus on the principles of choreography as they may be applied to the development of original dance works for inclusion in the fully produced, mainstage Dance Theatre Group Spring Concert. Through weekly workshop/discussion sessions, readings, and rehearsals, selected elements of dance composition as well as issues of aesthetic perception and articulation are explored. The processes involved in generating movement material, running constructive and creative rehearsals, and working with lighting and costume designers, are our primary concerns. The course work will include an audition, showings, production of the dances, and the final performance.
Prerequisites: 204, 220. 1 credit.

305 Advanced Directing
An inquiry into the process of translating a play from the printed text to the live stage. Detailed analytical techniques and major directorial theories are examined through readings, class discussion, and written assignments. Each student directs a one-act production under advisement of the instructor.
Prerequisite: 205 and 230.

311 Classical Ballet Advanced Level
Classes taught under the direction of the CPYB faculty. Entry into THDA 311/312 is by

audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. All classes are taught at the CPYB Warehouse three days a week, Monday, Wednesday, Thursday 3:00-4:30. Each course may be repeated for credit with permission of the instructor.
This satisfies the Arts distribution credit when taken for a full credit, or for.5 credit with a .5 Movement Studio class. Credit/No Credit.

312 Classical Ballet Advanced Level
Classes taught under the direction of the CPYB faculty. Entry into THDA 311/312 is by audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. All classes are taught at the CPYB Warehouse three days a week, Monday, Wednesday, Thursday 3:00-4:30. Each course may be repeated for credit with permission of the instructor.
This satisfies the Arts distribution credit when taken for a full credit, or for.5 credit with a .5 Movement Studio class. Credit/No Credit.

314 Topics in Dance
Advanced study in dance history or dance ethnology.
Prerequisite: 102 and 104.

316 Dance History Seminar: Modernism and the Body
This course will focus on contemporary dance history using theoretical frameworks that interrogate how race, class and gender resist, assimilate, and converge to create the construction of American modern concert dance. We will explore how the politics of the dancing female body on the concert stage produced a radicalized agenda for contemporary dance. We will address key themes and questions throughout the semester, questions such as: What makes a body "modern?" How does the feminist agenda on the concert stage aid in the construction of a "modern" body? What was the role of appropriating from exotic cultures in the making of contemporary concert dance? What is the role of technology in the creation of modern dance? What are the effects of war and politics on the dancing body? Orientalism, the Africanist presence in Western concert dance, and the restaging of Native American dances by American choreographers will be addressed as part of the overall construction of American modern dance. Through response papers, in-class presentations, and an in-depth research paper, students will engage with significant issues contributing to the development of modern concert dance.

Prerequisite: 102. This course is cross-listed as WGSS 315.
Attributes: Sustainability Connections, US Diversity, WGSS Hist/Theories/Represent, Writing in the Discipline

319 Dramaturgy
What is a dramaturg? This course will answer that question through theoretical and applied investigations of dramatic texts in historical, literary, and performative contexts. Always keeping in sight the idea of theater as a collaborative production-focused art, students will practice research, text analysis, genres of writing for/about the theater and dramaturgical roles on various kinds and aspects of production. A dramaturgical casebook for a proposed play or department production will be the culminating assignment.
Prerequisite: 101 or 201 or permission of instructor.
Attributes: Writing in the Discipline

321 Movement Lab
Movement Lab is an advanced level dance technique course open to students who demonstrate substantial technical skill. Movement Lab is designed to further the student's knowledge of contemporary practices in dance, to enhance efficient use of weight and momentum, to release held patterns in the body's mechanics, and to strengthen dynamic range in performance. Movement combinations drawn from a variety of dance techniques and somatic modalities will address coordination, alignment, spatial awareness and musicality. Throughout the semester students develop a personal project aimed at addressing their individual goals for dance training as well as further developing their skills as self-directed artists and scholars. Each course may be repeated for credit with permission of the instructor.
Prerequisite: Permission on the instructor. Each carries .5 academic credit. Two .5 academic credits of dance one in Movement Studio and one in the genre of their choosing will satisfy the requirement.

322 Movement Lab
Movement Lab is an advanced level dance technique course open to students who demonstrate substantial technical skill. Movement Lab is designed to further the student's knowledge of contemporary practices in dance, to enhance efficient use of weight and momentum, to release held patterns in the body's mechanics, and to strengthen dynamic range in performance. Movement combinations drawn from a variety of dance techniques and somatic modalities will address coordination, alignment, spatial awareness and musicality. Throughout the semester students develop a personal project aimed at addressing their individual goals for dance training as well as further developing their skills as self-directed artists and scholars. Each course may be repeated for credit with

permission of the instructor.
Prerequisite: Permission on the instructor. Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when combined with a .5 class of a different dance genre.

411 Classical Ballet Certificate/Pre-professional Program Audition Only
Classes taught under the direction of the CPYB faculty. Entry into THDA 411/412 is by audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Students admitted to the Certificate program are accepted into the CPYB school as full time students. As full time students, they are expected to follow and commit to the daily requirements of their instructors. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.
Classes count for those students enrolled in the CPYB Certificate program. Credit/No Credit
Attributes: Arts

412 Classical Ballet Certificate/Pre-professional Program Audition Only
Classes taught under the direction of the CPYB faculty. Entry into THDA 411/412 is by audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Students admitted to the Certificate program are accepted into the CPYB school as full time students. As full time students, they are expected to follow and commit to the daily requirements of their instructors. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.
Classes count for those students enrolled in the CPYB Certificate program. Credit/No Credit
Attributes: Arts

495 Senior Project
A culminating experience for students completing the Theatre major with emphasis in Dramatic Literature, Acting/Directing, or Dance. The specific nature of projects will be determined on an individual basis, but all senior projects will consist of at least two of the following: a) scholarship, b) technical/production work, and c) performance. Students will register for .5 course credit in the fall semester, during which planning and research will be conducted, and .5 in the spring, during which presentation of the project will occur.
Prerequisite: four .25 course credits in THDA 190.

Dance and Music

General Information

See also Theatre & Dance listing.
See also Music listing.

Inter-arts major in coordination with the members of the Department of Music and the Department of Theatre & Dance.

For information on the Dance major in the Department of Theater and Dance, please refer to Theatre and Dance.

Major

This thirteen course major integrates studies in history, theory, and practice of the arts of dance and music. The core curriculum consists of the following courses: THDA 102, 204; MUAC 101, 102, 125, 126, and 354; plus two credits of dance technique. To complete the major, students work with their major advisor to identify appropriate courses.

For course descriptions, see Theatre & Dance and Music listings.

Courses

Data Analytics

Learning Outcomes

Upon graduation from Dickinson, Data Analytics majors will be able to:

- build a data analysis pipeline through collecting, compiling, curating, and managing data;
- analyze data using appropriate statistical, programming, and computational tools;
- evaluate ethical aspects of data collection and analysis;
- communicate clearly and accurately about data-oriented questions with experts as well as the general public.

Major

13 courses and an experiential component

Core Requirements
DATA 180, 200, and 300
PHIL 258

Mathematics Requirements
MATH 170, 171, 225, and 325 (or ECON 298)

Computer Science Requirement
COMP 130 or 132

Three-course Discipline Sequence Requirement
The three-course sequence can be selected from the list below. The pre-approved three-course sequences below come from nineteen different departments and all three academic divisions at the college. These courses are subject to change by departments as needed. Alternatively, another three-course sequence that is proposed by the student and approved by the data analytics committee can satisfy this requirement.

Senior Seminar in Data Analytics
DATA 400

Experiential Component
There are four ways to complete the data analytics experiential component. Students can complete the experience during any summer or semester after they take DATA 180 and COMP 130 in the following ways.

- Internship (with INP designation): The student participates in an internship experience using data analytics skills, broadly defined, under the supervision of a mentor in the field.
- Research (with REXP designation): The student participates in a scholarly scientific research experience using data analytics skills, broadly defined, under the supervision of a professional researcher.
- Independent Study/Research or Student-Faculty Research (500, 550, or 560 course): The student participates in a scholarly scientific study or research experience using data analytics skills, broadly defined, under the supervision of a professor.
- Study Abroad Program with Internship/Research Experience: Options in this category may vary depending on the study abroad program, so a student should consult with CGSE about internships while exploring study abroad programs.

For more detailed information, please see the department's webpage dedicated to the experiential component.

Writing in the Discipline: Data analytics graduates go on to write in a wide variety of styles (such as graphical/visual representations, memos, reports, academic papers, code, and data documentation, among others) for a range of audiences (developers, internal/external technical readers, and other stakeholders). The all-college WiD requirement in the data analytics major is fulfilled through a series of courses, where writing naturally occurs, and creation of a writing portfolio. This thread provides students with practice and feedback on several types of writing that are relevant to the discipline. Specifically, students build a writing portfolio through the completion of assignments in DATA 198, DATA 200, DATA 300, and DATA 400. Upon completion of these four courses and successful submission of a writing portfolio, students satisfy the WiD requirement.

Pre-approved three-course sequences

Please refer to the pre-approved three-course sequences list.

Suggested curricular flow through the major

The following curricular guidelines will help you pace your progress through the major. While no specific course must be taken in any given semester, the vertical structure of the program requires that you successfully complete prerequisites for admission to higher-level classes in a timely manner. A summary of the suggested curricular flow is provided below.

- Introductory Requirements (completed by beginning of 2nd year spring):
    - MATH 170: Single Variable Calculus
    - MATH 171: Multivariable Calculus
    - DATA 180: Introduction to Data Science
    - COMP 130: Introduction to Computing or COMP 132: Principles of Object-Oriented Design
    - Discipline Course I
- Intermediate Requirements (completed by beginning of 3rd year spring):
    - MATH 225: Probability and Statistics I
    - DATA 200: Data Systems for Data Analytics

    - PHIL 258: Philosophy of DATA
    - Discipline Course II
- Advanced Requirements (completed by beginning of 4th year spring):
    - MATH 325: Probability and Statistics II or ECON 298: Econometrics
    - DATA 300: Statistical and Machine Learning
    - Discipline Course III
- Senior Seminar (completed during 4th year spring):
    - DATA 400: Data Analytics Capstone

There are many possible paths through the data analytics major. Which path to take depends on the student's prior coursework and placement (in mathematics and computer science). Below, we show three paths with different entry points based upon your mathematics placement. With careful planning, all three paths allow the possibility for students to spend at least one semester abroad. All paths also require an experiential component (typically completed over the summer) not included in the course plans. A blank line in between courses in the table below indicates that the courses above are prerequisites for the courses below.

Math Entry Point	First Year	Sophomore Year	Junior Year	Senior Year
MATH 151	MATH 151, MATH 170, COMP 130 (or 132)	MATH 171, DATA 180, Discipline I DATA 200, MATH 225	Study Abroad, DATA 198, DATA 300, Discipline II	MATH 325*, Discipline III DATA 400
MATH 170	MATH 170, COMP 130 (or 132) MATH 171, DATA 180	MATH 225, DATA 200, Discipline I MATH 325*	Study Abroad, DATA 198, DATA 300, Discipline II	Discipline III, DATA 400

MATH 171	MATH 171, COMP 130 (or 132), DATA 180	MATH 225, DATA 200, Discipline I MATH 325*	Study Abroad, DATA 198, DATA 300, Discipline II	Discipline III, DATA 400

*Students may take ECON 298 instead of MATH 325, but this adds ECON 111 and ECON 112 to the curriculum.

Independent study and independent research

Each faculty member has special fields of study and will usually be available for advice in that area.

Courses

101 Special Topics
Topics to be announced when offered.
Prerequisite: Dependent upon topic.

180 Introduction to Data Science
An introduction to the principles and tools of data science focusing on exploratory data analysis. Topics include types of variables, mathematical representations of data, data wrangling and transformations, data visualization and numerical summaries, and supervised and unsupervised machine learning. The course includes an introduction to the R statistical programming language.
Prerequisites: MATH 170 or department placement. This course is cross-listed as COMP 180 and MATH 180. Offered every semester.
Attributes: ENST Foundations (ESFN)

198 Philosophy of Data
This an introduction to philosophical issues arising in data science. Students will discuss, read and write about some important ethical issues that arise in the practice of data sciences, such as discrimination, privacy, consent, trust, and justice. To help clarify those issues, students will also learn about some connected issues in the epistemology and metaphysics of data science, such as the nature of statistical inference and of algorithms.
Prerequisites: MATH 121 or DATA/COMP/MATH 180 or ECON 298. This course is cross-listed as PHIL 258. Offered every semester.
Attributes: Ethics Elective, Humanities

200 Data Systems for Data Analytics
A comprehensive introduction to the access, structure, storage, and representation of data

as it applies to data analytics. The tabular data model, relational data model, and hierarchical data model are studied. Topics include the use of structured query language (SQL) to extract and manipulate data from a relational database, APIs to extract information from web services, and methodologies for processing unstructured data. The primary programming language used in the course is Python.
Prerequisite: COMP 130 or 132, and DATA/COMP/MATH 180. Cross-listed with COMP 200. Offered every semester.

201 Special Topics
Topics to be announced when offered.
Prerequisite: Dependent upon topic.

300 Statistical and Machine Learning
An introduction to the fundamental concepts and methods for statistical and machine learning. Focus is given on providing both a theoretical foundation and the practical skills needed to apply machine learning to a variety of applications in various disciplines. Topics include supervised methods such as regression and classification, and unsupervised methods such as clustering and dimensionality reduction.
Prerequisite: COMP/DATA 200 and MATH 225. Offered every semester.

301 Special Topics
Topics to be announced when offered.
Prerequisite: Dependent upon topic.

400 Data Analytics Capstone
A capstone course that provides students with an opportunity to apply the data analytics knowledge they have acquired to independent research projects. At least one of the projects must be derived from the chosen discipline specific electives. Students will get experience in all aspects of solving real-world problems, including project planning, consideration of legal and ethical issues, collecting and processing data, analyzing and interpreting results, writing reports, and giving presentations.
Prerequisites: DATA 300, completion of ECON 298 or concurrent registration in MATH 325, DATA 198/PHIL 258 and the three-course disciplinary sequence. Offered every semester.

Dickinson College's Ballet Certificate Program with Central Pennsylvania Youth Ballet

Certification

8 courses

Core (2)
THDA 102: Introduction to Global Dance Studies
THDA 316: Dance History Seminar: Modernism and the Body

Electives (2)
THDA 204: Fundamentals of Dance Composition
THDA 215: The Thinking Body: Human Anatomy and Movement
INBM 100: Fundamentals of Business
INBM 110: Fundamentals of Accounting
INBM 240: Marketing in a Global Context

Ballet Classes (4)
Four semesters (full credit) in studio practice: Ballet instruction at advanced level or higher for two years (THDA 311, 312, 411, 412)
Note: Full credit option limited to declared certificate students only.

Internship (optional; non-credit)

Two semesters of performance (co-curricular) recommended; one semester required (non-credit)

East Asian Studies

Learning Outcomes

Upon graduation from Dickinson, East Asian Studies majors will be able to:

- identify a research topic of importance to the field of East Asian studies, formulate a research question to explore, and develop a compelling argument supported by clearly explained evidence;
- analyze and critically evaluate the scholarship on a topic relevant to East Asian Studies using evidence and logic, and situate themselves within the scholarly discourse on the topic;
- communicate proficiently in the target language at the ACTFL level of intermediate low in terms of speaking, listening, reading, and writing;

- discuss the fact that East Asia, China, and Japan are geographic, cultural, economic, political, and social areas characterized by both shared patterns and great diversity.

Major

13 courses

Required Language Courses
101, 102, 201, 202 (CHIN or JPNS)

Required Topics Courses*
EASN/HIST 120
Two Humanities Electives
Two Social Science Electives
One additional elective (Social Science OR Humanities OR Advanced Language course)
300-level Seminar (WiD)

Capstone Courses
EASN 480 and 490

* One topics course **must** cover East Asia as a region or an area other than the country of language study.

NOTE: Students may not double-major in EASN and CHIN or JPNS.

Suggested curricular flow through the major

East Asian Studies Major
The EAS major is designed to ensure a strong foundation in East Asian cultures and societies for on-campus course work and study abroad. To that end, four semesters of either Chinese or Japanese (through CHIN 202 or JPNS 202) are required of all students. Students who enter the college with prior instruction in or knowledge of Chinese or Japanese may place out of this requirement and enroll in higher level language courses suitable to their needs. The purpose of language preparation and achievement is to prepare students for the option of spending one or two semesters abroad, normally during their junior year. Most students take this option at our partner institutions: CET Taiwan in Taipei and Nanzan University or Akita International University in Japan.

Students normally begin their major with History of East Asia from Ancient Times to the Present (EASN120) and a selection of 200-level courses during their first and sophomore years while they are taking Japanese or Chinese. Students in the East Asian studies major

are required to complete two elective courses in both the humanities and social sciences, along with one additional elective in either (or an advanced language course). Students in the Japanese or Chinese major should take one elective in each, along with one additional elective. All students must also take at least one 300-level course in preparation for the research and independent study at the core of the department's capstone courses, Critical Dialogues in East Asian Studies (EASN 480) and Senior Research (EASN 490). EASN 480 and EASN 490 are offered in the fall and spring of a student's senior year, respectively. Students must also take at least one course on an East Asia country that is not the focus of their language instruction. Here is a guide to the kinds of suggested courses a typical EAS major takes during the four years:

First and Sophomore Years
Chinese or Japanese language courses through 202
EASN 120
200-level courses in the humanities and/or social sciences

Junior Year
Continued language study (if required)
Study abroad for one or two semesters in Japan or China
Additional 200-level electives and requirements
300-level course

Senior Year
Japanese or Chinese 360 (if needed)
300-level course during the fall semester (if not already taken)
Complete 200-level courses in line with plans for completing the major requirements
Complete EASN 480 in the fall in preparation for the EASN 490 research seminar in the spring

Honors

Honors within the major is determined by the quality of the senior thesis, which must display outstanding writing and analytical skills, and mastery of the research subject and its context. In addition to the written thesis, honors in East Asian Studies takes into account GPA within the major, overall GPA, the oral presentation of the thesis project, and the fielding of questions, but is neither precluded nor guaranteed by them. On the basis of a composite of these factors, the East Asian Studies faculty may decide to award honors to deserving students. Students interested in honors are encouraged to talk to their advisors no later than fall pause of their senior year for guidance to help them craft a

thesis project able to meet the standards. Students who receive honors will be notified before the Thursday preceding graduation.

Courses

The following course is offered in China

207 China Practicum
Offered in Beijing, China. An intensive in-country introduction to Chinese culture and society. The course is particularly suited to students who have not had a chance to take two years of Mandarin Chinese language instruction and/or are not able to take advantage of the College's semester or year-long program in China. The course will introduce students to various aspects of Chinese society and culture and will link classroom study to outside-the-classroom and on-site experiences. The latter will include academic excursions to places of historical and cultural interest as well as to institutions like factories, schools, businesses, community organizations, and recreation areas that exemplify contemporary Chinese life. Course content will vary with the particular expertise and interests of the instructor(s) and curricular needs.
Attributes: East Asian Social Sci Elective, Global Diversity

The following course is offered in Japan

208 Japan Practicum
Offered in Japan. An intensive in-country introduction to Japanese culture and society. The course is particularly suited to students who have not had a chance to take two years of Japanese language instruction and/or are not able to take advantage of the College's semester or year-long program in Japan. The course will introduce students to various aspects of Japanese society and culture and will link classroom study to outside-the-classroom and on-site experiences. The latter will include academic excursions to places of historical and cultural interest as well as to institutions like factories, schools, businesses, community organizations, and recreation areas that exemplify contemporary Japanese life. Course content will vary with the particular expertise and interests of the instructor(s) and curricular needs.
This course fulfills the Humanities or Social Sciences distribution requirement, depending on topic.
Attributes: Global Diversity

East Asian Studies Courses

108 Arts of East Asia
This course introduces students to a selection of objects and sites that elicit new modes of

cultural perception and insight into the artistic cultures of China, Korea, and Japan. Loosely arranged in a chronological order, each week is devoted to in-depth examination of a different type of object, medium, and format. The diverse mediums (sculpture, ceramics, metalwork, lacquer, prints, painting, calligraphy, photography, performance, and architecture) and the long historical span covered in class will chart how culture traveled within East Asia, and later, globally, as well as each culture's distinctive methods of adaptation over time. Major themes include the relationship between artistic production and sociopolitical and socioeconomic development, cultural exchange, aesthetics, impact of religion, power and authority, gender, and issues of modernity. Lectures are supplemented by viewing sessions in the Trout Gallery.
This course is cross-listed as ARTH 108.
Attributes: Arts, East Asian Humanities Elective, Global Diversity, Humanities

120 History of East Asia from Ancient Times to the Present
This course explores the diverse and interrelated histories of the region currently composed of China, Korea, and Japan, over the past two thousand years. We begin by studying the technologies and systems of thought that came to be shared across East Asia, including written languages, philosophies of rule, and religions. Next, we examine periods of major upheaval and change, such as the rise of warrior governments, the Mongol conquests, and engagement with the West. The course concludes by tracing the rise and fall of the Japanese empire and the development of the modern nation states that we see today. *This course is cross-listed as HIST 120.*
Attributes: East Asian Social Sci Elective, HIST Asian History Course, INST Asia Course, Pre-1800 History Course, Social Sciences

203 Topics in East Asian Literature
Selected topics in East Asian Literature; e.g., Chinese Women in Literature, Modern Japanese Literature, Pre-Modern Japanese Literature.
Prerequisite: dependent upon topic.
Attributes: East Asian Humanities Elective, Global Diversity, Humanities

204 Topics in East Asian Cinema
This course will introduce students to the cinematic traditions of China, Japan, Korea or a combination of the above. Possible topics may include: surveys of film in these countries, adaptation, women in East Asian film, and genre films.
Prerequisite: dependent upon topic. Offered every two years.
Attributes: Arts, East Asian Humanities Elective, Global Diversity

205 Topics in East Asian Humanities
Selected topics in East Asian humanities: e.g., Japanese Women, Modern China through

Film, Women's Images in Chinese Film, Japanese Architecture.
Prerequisite: dependent upon topic. This course fulfills the Humanities (Division I A) or Arts (Division I C) distribution requirement, depending on topic.
Attributes: East Asian Humanities Elective, Global Diversity

206 Topics in East Asian Society
Selected topics in East Asian society: e.g., Modern Japanese Culture, Chinese Society, Chinese Emperors, The Chinese City.
Prerequisite: dependent upon topic.
Attributes: East Asian Social Sci Elective, Global Diversity, Social Sciences

209 The Japanese Woodblock Print
This course provides a thorough introduction to the woodblock print –Japan's most celebrated artistic medium—from its emergence in the mid-17th century to the modern era. Technical developments, major genres, and master designers are explored within the context of the print's relationship to the urban culture of early modern and modern Japan. Topics including censorship, theatricality, the representation of war, nationalism, and Japonisme. Special emphasis is placed on an examination of habits of pictorial representation and protocols of viewing unique to the Japanese print medium. Lectures are supplemented by viewing sessions in the Trout Gallery.
This course is cross-listed as ARTH 209.
Attributes: Arts, East Asian Humanities Elective, Global Diversity

210 Buddhist Art in East Asia
How are narratives transformed from texts into images? How are images brought to life, becoming more than mute blocks of stone or colors on paper? How can we best reconstruct and understand these past visual experiences? Through classroom discussion and close examination of key East Asian Buddhist artworks, this course introduces students to the unexpected conceptual interest within the cultural context of East Asia. Each week is devoted to the discussion of a particular keyword, beginning with the basics such as "Buddha" and "bodhisattva" and proceeding towards more specialized terms including "pure land" and "mandala." In conjunction with the investigation of keywords in Buddhist art, we will also address theories of iconography, space, spectatorship, ritual, etc. The class will also view Buddhist artworks in the Trout Gallery.
This course is cross-listed as ARTH 210.
Attributes: Arts, Chinese Humanities Elective, East Asian Humanities Elective, Global Diversity, Humanities, Japanese Humanities Elective

236 Japanese Society
This course is an introduction to contemporary Japanese society. The course examines

what everyday life is like in Japan from anthropological and historical perspectives. It explores such major social institutions as families, gender, communities, workplaces, and belief systems. The course focuses as well on the ways in which modernization has affected these institutions and the identities of Japanese people.
Attributes: East Asian Social Sci Elective, Global Diversity, Social Sciences

259 Law, Politics, and Society in Asia
This course examines the interaction between law, legal institutions and citizens in China, Japan, and India. Covering history and the contemporary scene, course focuses on how law works in practice and is understood and used by ordinary people in Asia. It covers areas such as marriage and divorce, the legal profession, lost property, civil rights, the environment, sexuality, mediation, land development and property, among others. Comparisons between the United States and Asia, as well as between Asian countries, will be emphasized.
This course is cross-listed as POSC 259 and LWJS 259.
Attributes: Comparative Poli Sci Course, East Asian Social Sci Elective, Global Diversity, LAWP Law Elective, LWJS Compar/Int'l Law Course, PMGT International Policy, Social Sciences

261 History of Medicine and the Body in East Asia
This course is an introduction to the history of medicine in East Asia. We will begin by exploring the theoretical and practical underpinnings of classical Chinese medicine, which was the foundation of healing practices in premodern China, Korea, and Japan. We will then move on to trace the introduction of modern bio-medicine and the eventual reemergence of "Traditional Chinese Medicine" (TCM) as an alternative style of therapy in the 20th century. We will also consider a wide range of topics that have generated compelling intellectual dialogue, including the relationship between doctors and patients and between medicine and the state. The history of medicine in East Asia is a lively field filled with intriguing problems and compelling arguments. A key aim of this course is to weigh the efficacy of these arguments while crafting your own position regarding the place of healing in society.
This course is cross-listed as HIST 261-01.
Attributes: EASN China Elective, East Asian Social Sci Elective, Global Diversity, HIST Asian History Course, Health Studies Elective, NRSC Non-Div 3 Elective, Pre-1800 History Course, Social Sciences

262 Life and Death in the Age of the Samurai and Geisha
In this course, we critically investigate the surprising origins behind some of the most pervasive icons of premodern Japan. By analyzing a variety of historical sources,

including diaries, picture scrolls, and woodblock prints, students will gain insight into what it was like to live in the 12th–19th centuries. Topics include the rise of the samurai as a military and political force, the development of geisha as skilled entertainers, and how those figures featured in everyday life. By analyzing these sources and engaging with new, innovative scholarship, students will learn how to craft original and compelling arguments that change the way we understand premodern Japanese society and culture.
This course is cross-listed as HIST 262.
Attributes: EASN Japan Elective, East Asian Social Sci Elective, Global Diversity, HIST Asian History Course, Japanese Social Science Elect, MEMS Elective, Pre-1800 History Course, Social Sciences

305 Colloquium in East Asian Humanities
Intensive discussion of topics in East Asian Humanities. Designed for majors and for non-majors who have taken courses in related fields. Topics include: Chinese Culture in 'The Dream of the Red Chamber', Strange Stories from a Chinese studio, Issues of Identity among Asian-Americans, the films of Akira Kurosawa, Images of Japan in the West, Issues of Love and Gender in Modern Japanese Literature, Kyoto School Philosophy, Japanese Landscape Architecture.
Prerequisite: East Asian Studies department majors and non-majors who have taken courses in related fields or permission of the instructor; dependent upon topic.
Attributes: East Asian Humanities Elective, Global Diversity, Writing in the Discipline

306 Colloquium on East Asian Society
Intensive discussion of topics on East Asian Society. Designed for majors and for non-majors who have taken courses in related fields. Topics include: Beijing and Shanghai: A Tale of Two Cities, Sino-Japanese Wars, Chinese Emperors, the Chinese Diaspora, Marriage Laws in Modern China, Meiji Restoration, Aristocracy in Ancient Japan, Samurai Culture, Japanese Constitutions.
Prerequisite: East Asian Studies majors and non-majors who have taken courses in related fields or permission of the instructor; dependent upon topic.
Attributes: East Asian Social Sci Elective, Global Diversity, Social Sciences, Writing in the Discipline

310 Interpreting the Chinese Cultural Revolution
This seminar examines the varying approaches and methodologies scholars have adopted in studying the Great Proletarian Cultural Revolution in China (1966-1976), one of the most important political events in modern Chinese history. While the course does cover some history, its approach is mainly analytical to formulate effective research results. How can we know if a certain methodology is appropriate? How have primary and

secondary sources been used to understand this complex event? The goal is to teach students about what happened during the Cultural Revolution and how scholars have studied it.
Prerequisite: 101. Offered every two years.
Attributes: East Asian Social Sci Elective, Global Diversity, Social Sciences

321 Gender and Sexuality in Modern Japanese History
This course explores how sexuality and gender have been continually redefined and experienced throughout modern Japanese history. We will analyze the changes Japanese society underwent from the 19th century to the mid-20th century, paying particular attention to transformations in eroticism, same-sex love, family structure, and gender roles. A key theme of the course is the socially-constructed nature of gender norms and how women and men frequently transgressed feminine and masculine ideals, a theme that we will explore through both primary sources in translation and secondary scholarship. This course will also acquaint students with the skills and tools of historical research and writing. Building upon in-class workshops and a series of short-essay assignments, the final goal of the course will be to produce a paper that analyzes the development of this dynamic field of history.
This course is cross-listed as HIST 321 and WGSS 321.
Attributes: EASN Japan Elective, East Asian Social Sci Elective, Global Diversity, HIST Asian History Course, Post-1800 History Course, Social Sciences, WGSS Hist/Theories/Represent, WGSS Transntl/Global Perspect, Writing in the Discipline

480 Critical Dialogues in East Asian Studies
To help prepare students for completing their senior research project, this course introduces current dialogues and research strategies in East Asian Studies. Students will study influential scholarly texts on and from the region and apply insights gleaned from them toward analysis of primary source data. Students will also learn to better identify and evaluate competing views presented by secondary sources. By the end of the course, students will have chosen a research topic, identified suitable sources, and developed a proposal for their senior project. The content and direction of the course will reflect the research interests of students and the instructor.
Prerequisite: EASN, CHIN or JPNS major and 200-level EASN course.

490 Senior Research
Leading to a senior thesis and jointly supervised by at least two faculty in the program.
Prerequisite: 480.

Chinese

Learning Outcomes

Upon graduation from Dickinson, Chinese majors will be able to:

- identify a research topic of importance to the field of East Asian studies, formulate a research question to explore, and develop a compelling argument supported by clearly explained evidence, including the use of material in Chinese;
- analyze and critically evaluate the scholarship on a topic relevant to East Asian studies and existing scholarship using evidence and logic;
- communicate proficiently in Chinese at the ACTFL level of intermediate high in speaking, listening, reading, and writing.

Major

Required Language Courses

CHIN 101, 102, 201, 202, 231, 232, 360

Required Topics Courses*
One CHIN Humanities Elective
One CHIN Social Science Elective
One Additional CHIN Elective (Social Science OR Humanities OR Advanced Language course)
300-level Seminar on China (WiD)

Capstone Courses
EASN 480 and 490

*On country of target language or transnational East Asia

Minor

Chinese 201 and 202 (or the equivalent coursework or placement) and two language courses above 202. One additional, 300-level (or higher) language course or one non-language East Asian course on the region of their linguistic specialization (or on transnational East Asia).

Suggested curricular flow through the major

The Chinese major is designed to ensure a strong foundation in Chinese language and culture for on-campus course work and study abroad. To that end, at least one semester of Advanced Chinese is required (CHIN 361). Students who enter the college with prior instruction in or knowledge of Chinese may enroll in the language course suitable to their

needs. The Chinese program offers four levels of language instruction, from elementary to the advanced, with the possibility of further independent study. One of the electives required for the major can be an advanced language course (e.g. CHIN 362 or similar level course abroad). We strongly encourage students to take advantage of the option to spend one or two semesters abroad, normally during their junior year. Most students take this option at our partner institutions: Beijing University or Yunnan University in Southern China.

Students normally begin their major with language classes and electives at the 200 level. Students are required to take electives in both the humanities and social sciences. EAS also offers a range of 300-level courses designed to prepare students for the research and independent study at the core of the department's capstone Senior Research sequence (EASN 480 and 490), typically taken in a student's senior year. Here is a guide to the kinds of suggested courses a typical EAS major takes during the four years:

First and Sophomore Years
Chinese language courses through 202
Two 200-level courses in the humanities and/or social sciences

Junior Year
Study abroad for one or two semesters
Additional 200-level electives and requirements
300-level course if on campus

Senior Year
300-level course during the fall semester (if not already taken)
Complete EASN 480 in the fall in preparation for the EASN 490 research seminar in the spring

For information regarding the suggested guidelines, please feel free to contact the chair of EAS or any member of the Chinese program.

Honors

Honors within the major is determined by the quality of the senior thesis, which must display outstanding writing and analytical skills, and mastery of the research subject and its context. In addition to the written thesis, honors in Chinese takes into account GPA within the major, overall GPA, the oral presentation of the thesis project, and the fielding of questions, but is neither precluded nor guaranteed by them. On the basis of a composite of these factors, the East Asian Studies faculty may decide to award honors to deserving students. Students interested in honors are encouraged to talk to their advisors no later

than fall pause of their senior year for guidance to help them craft a thesis project able to meet the standards. Students who receive honors will be notified before the Thursday preceding graduation.

Courses

101 Elementary Chinese
A study of the fundamentals of Mandarin Chinese, including grammar, reading, and writing using both traditional and simplified characters, pinyin romanization, pronunciation, and conversational skills.

102 Elementary Chinese
A study of the fundamentals of Mandarin Chinese, including grammar, reading, and writing using both traditional and simplified characters, pinyin romanization, pronunciation, and conversational skills.
Prerequisite: 101 or the equivalent

201 Intermediate Chinese
An enhancement of the oral and written skills of elementary language study. In addition, students will learn to use dictionaries to translate original literary works. Extra conversational work will be included, geared to understanding and participating in Chinese culture.
Prerequisite: 102 or the equivalent.

202 Intermediate Chinese
An enhancement of the oral and written skills of elementary language study. In addition, students will learn to use dictionaries to translate original literary works. Extra conversational work will be included, geared to understanding and participating in Chinese culture.
Prerequisite: 201 or the equivalent. This course fulfills the language graduation requirement.

231 Advanced Chinese
Advanced reading, writing, speaking, and understanding of the Chinese language for students who have completed Chinese 202. This course aims to enhance the students' understanding of Chinese culture and introduce them to issues in contemporary China through reading and discussion.
Prerequisite: 202 or the equivalent

232 Advanced Chinese
Advanced reading, writing, speaking, and understanding of the Chinese language for

students who have completed Chinese 202. This course aims to enhance the students' understanding of Chinese culture and introduce them to issues in contemporary China through reading and discussion.
Prerequisite: 231 or the equivalent

360 Topics in Advanced Chinese
This course focuses on continuing to develop students' Chinese proficiency to an "advanced low" level on the ACTFL proficiency scale. Potential topics may include current events and/or prominent literary and historical texts of the 20th and 21st centuries from Mainland China and Taiwan. Class sessions will be based on written and oral discussion of the texts in Chinese, along with in-class reading and translation in order to facilitate comprehension. Throughout the semester, students will also complete a range of related writing, presentation, and translation assignments to further enhance their Chinese language skills.
Prerequisite: 232 or equivalent.

Japanese

Learning Outcomes

Upon graduation from Dickinson, Japanese majors will be able to:

- identify a research topic of importance to the field of East Asian studies, formulate a research question to explore, and develop a compelling argument supported by clearly explained evidence, including the use of material in Japanese;
- analyze and critically evaluate the scholarship on a topic relevant to East Asian studies and existing scholarship using evidence and logic;
- communicate proficiently in Japanese at the ACTFL level of intermediate high in speaking, listening, reading, and writing.

Major

Required Language Courses

101, 102, 201, 202, 231, 232, 360

Required Topics Courses*
One JPNS Humanities Elective
One JPNS Social Science Elective
One Additional JPNS Elective (Social Science OR Humanities OR Advanced Language course)
300-level Seminar on Japan (WiD)

Capstone Courses
EASN 480 and 490

*On country of target language or transnational East Asia

Minor

Japanese 201 and 202 (or the equivalent coursework or placement) and two language courses above 202. One additional, 300-level (or higher) language course or one non-language East Asian course on the region of their linguistic specialization (or on transnational East Asia).

Suggested curricular flow through the major

The Japanese major is designed to ensure a strong foundation in Japanese language and culture for on-campus course work and study abroad. To that end, at least one semester of Advanced Japanese is required (JPNS 361). Students who enter the college with prior instruction in or knowledge of Japanese may enroll in the language course suitable to their needs. The Japanese program offers four levels of language instruction, from elementary to the advanced, with the possibility of further independent study. One of the electives required for the major can be an advanced language course (e.g. JPNS 362 or similar level course abroad). We strongly encourage students to take advantage of the option to spend one or two semesters abroad, normally during their junior year. Most students take this option at our partner institutions: Nanzan University in Nagoya (Central Japan) or Akita International University in Northern Japan.

Students normally begin their major with language classes and electives at the 200 level. Students are required to take electives in both the humanities and social sciences. EAS also offers a range of 300-level courses designed to prepare students for the research and independent study at the core of the department's capstone Senior Research sequence (EASN 480 and 490), typically taken in a student's senior year. Here is a guide to the kinds of suggested courses a typical EAS major takes during the four years:

First and Sophomore Years
Japanese language courses through 202
Two 200-level courses in the humanities and/or social sciences

Junior Year
Study abroad for one or two semesters
Additional 200-level electives and requirements
300-level course if on campus

Senior Year
300-level course during the fall semester (if not already taken)
Complete EASN 480 in the fall in preparation for the EASN 490 research seminar in the spring

For information regarding the suggested guidelines, please feel free to contact the chair of EAS or any member of the Japanese program.

Honors

Honors within the major is determined by the quality of the senior thesis, which must display outstanding writing and analytical skills, and mastery of the research subject and its context. In addition to the written thesis, honors in Japanese takes into account GPA within the major, overall GPA, the oral presentation of the thesis project, and the fielding of questions, but is neither precluded nor guaranteed by them. On the basis of a composite of these factors, the East Asian Studies faculty may decide to award honors to deserving students. Students interested in honors are encouraged to talk to their advisors no later than fall pause of their senior year for guidance to help them craft a thesis project able to meet the standards. Students who receive honors will be notified before the Thursday preceding graduation.

Courses

101 Elementary Japanese
These courses establish the basic language skills including listening, speaking, reading and writing. These courses also provide students with a brief overview of Japanese culture.

102 Elementary Japanese
These courses establish the basic language skills including listening, speaking, reading and writing. These courses also provide students with a brief overview of Japanese culture.
Prerequisite: 101 or permission of instructor

201 Intermediate Japanese
The aim of this course is the mastery of the basic structure of Japanese language and communicative skills. The student will have an opportunity to get to know more of Japanese culture.
Prerequisite: 102 or permission of the instructor.

202 Intermediate Japanese
The aim of this course is the mastery of the basic structure of Japanese language and

communicative skills. The student will have an opportunity to get to know more of Japanese culture.
Prerequisite: 201 or permission of the instructor. This course fulfills the language graduation requirement.

231 Advanced Japanese
The emphasis in this course is placed on enhancing the students' fluency and acquiring increasingly creative skills through composition, oral presentation and discussion.
Prerequisite: 202 or permission of the instructor.

232 Advanced Japanese
The emphasis in this course is placed on enhancing the students' fluency and acquiring increasingly creative skills through composition, oral presentation and discussion.
Prerequisite: 231 or permission of the instructor.

360 Topics in Advanced Japanese
This course focuses on continuing to develop students' Japanese proficiency to an "advanced low" level on the ACTFL proficiency scale. Potential topics may include current events and/or prominent literary and historical texts of the 20th and 21st centuries. Class sessions will be based on written and oral discussion of the texts in Japanese, along with in-class reading and translation in order to facilitate comprehension. Throughout the semester, students will also complete a range of related writing, presentation, and translation assignments to further enhance their Japanese language skills.
Prerequisite: 232 or permission of the instructor.

Economics

Learning Outcomes

Upon graduation from Dickinson, Economics majors will be able to:

- apply the core concepts and chains of reasoning underlying a variety of microeconomic and macroeconomic models to a range of economic phenomena and issues;
- critically assess and evaluate the strengths and weaknesses of contending explanations for and the assumptions underlying competing theories of economic phenomena and issues;

- explain verbally and in written form a variety of economic theories, including mathematical models when applicable, demonstrating a grasp of contending explanations for economic phenomena and issues.

Upon graduation from Dickinson, Quantitative Economics majors will be able to:

- apply the core concepts and chains of reasoning underlying a variety of microeconomic, macroeconomic, and econometric models through theoretical and quantitative methods to a range of economic phenomena and issues;
- critically assess and evaluate the strengths and weaknesses of the assumptions underlying various models of economic phenomena and issues;
- explain verbally and in written form a variety of economic theories, including mathematical and empirical models when applicable, demonstrating a grasp of alternative explanations for economic phenomena and issues;
- develop quantitative tools and techniques, including the use of formal arguments, numerical computations, and empirical analysis, to evaluate the logic, validity, and robustness of various explanations for economic phenomena and issues.

Major

ECONOMICS
11 courses
Core Requirements:
ECON 111, 112, 268, 278, 288

MATH Requirements:
MATH 121 or 225 or INBM 220 or DATA 180
MATH 170

Elective Requirements:
Three ECON electives, at least two (2) of these electives must be at the 300-level or above

Capstone Requirement:
ECON 496

QUANTITATIVE ECONOMICS
13 courses
Core Requirements:
ECON 111, 112, 268, 278, 298

MATH Requirements:
MATH 121 or 225 or INBM 220 or DATA 180
MATH 170 and 171

Elective Requirements (4 courses):
Three ECON electives, at least two (2) of these electives must be at the 300-level or above
One Quantitative Economics (QECN) elective, at the 300-level or above

Capstone Requirement:
ECON 496

NOTE: Due to the substantial overlap between the two majors, a student is not permitted to double major in ECON and QECN.

Minor

ECONOMICS
Six economics courses including 111 and 112 and four other economics electives at the 200-level or above.

Suggested curricular flow through the major

The following curricular guidelines will help you pace your progress through the major. While no specific course must be taken in any given semester, the vertical structure of the program requires that you successfully complete prerequisites for admission to intermediate and higher level classes in a timely manner. Plan to fulfill your mathematics requirements during your first year or first semester sophomore year in order to take intermediate level requirements for each major. MATH 170 (Single Variable Calculus) or a more advanced calculus class is required for ECON 268 and ECON 278. The statistics requirement (MATH 121 or MATH 225 or INBM 220) is a prerequisite for ECON 298, which is required for the QECN major. ECON 268 and ECON 278 (and ECON 298 for QECN Majors or ECON 288 for ECON majors) are prerequisites for upper-level electives and the senior seminar. You need at least three economics electives to complete the major (four for the QECN Major, one of which must be from the approved QECN elective list or by prior departmental approval); at least two of these must be at the 300 level (three for QECN), having one or more intermediate prerequisites.

ECON Major Suggested Curricular Flow:
Introductory Requirements (recommended for first years; ideally completed by middle of sophomore year):

ECON 111
ECON 112
MATH 121 or MATH 225 or INBM 220
MATH 170

Intermediate Requirements (to be completed as soon as prerequisites are met):
ECON 268
ECON 278
ECON 288

Electives (To be completed as soon as prerequisites are met):
Three electives are required for the ECON major. Two electives must be at the 300-level or above.

Senior Seminar (Spring Senior Year):
ECON 496

QECN Major Suggested Curricular Flow:
Introductory Requirements (recommended for first years; ideally completed by middle of sophomore year):
ECON 111
ECON 112
MATH 121 or MATH 225 or INBM 220
MATH 170
MATH 171

Intermediate Requirements (to be completed as soon as prerequisites are met):
ECON 268
ECON 278
ECON 298

Electives (To be completed as soon as prerequisites are met):
Three ECON electives are required for the QECN major. Two electives must be at the 300-level or above. One additional elective is required for the QECN major. (See list of pre-approved QECN electives below).

Senior Seminar (Spring Senior Year):
ECON 496

NOTES:
- Please allow enough flexibility in your schedule if you are planning on studying abroad. In addition, make sure you discuss your plans with your faculty advisor well in advance.

- Due to the substantial overlap between the two majors, a student is not allowed to double major in Economics and Quantitative Economics.

Pre-approved QECN Electives

- COMP 331 Operations Research (cross-listed as MATH 331)
- ECON 398 Advanced Econometrics
- ENST 318 Advanced Applications of GIS (cross-listed as GEOS / ARCH / GISP 318)
- INBM 300 Big Data in Business
- INBM 350 Investments
- INBM 300 Empirical Methods in Finance
- Any INBM 300 with INBM 250 as a prerequisite
- MATH 325 Probability and Statistics II
- MATH 361 Real Analysis
- Any other ECON elective with either ECON 298 or MATH 171 as a prerequisite
- Any course with prior departmental approval

Independent study and independent research

Each faculty member has special fields of study and will usually be available for advice in that area. No more than two independent study or tutorial study enrollments may be counted toward the major and they must conform to the appropriate level within the major.

Honors

Honors in Economics or Quantitative Economics
Any student with a 3.50 overall grade point average may undertake a two-course independent research project and oral defense of the research project. Honors in the major will be awarded if at least one of the courses is over and above the eleven required courses for ECON majors and thirteen courses for QECN majors, if a grade of A or A- is earned on the project, and if the departmental oral examination on the project is successfully completed. For detailed information, go to the department web site.

Courses

111 Introduction to Microeconomics
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.
Attributes: Quantitative Reasoning, Social Sciences

112 Introduction to Macroeconomics
A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon national output, employment, and price levels. The monetary and financial system is explored together with problems of economic stability. Monetary and fiscal policy procedures are analyzed and evaluated in light of the current economic climate. Special attention is given to the historical development of major economic institutions.
Prerequisite: 111.

214 Special Topics
An economic topic requiring some exposure to introductory economic concepts. Past topics have included Middle Eastern Economies, Feminist Economics, Network Industries, and the Economic Analysis of Policy. Specific topics will be described in each semester's registration materials.
Prerequisites: 111 and/or 112 depending upon the topic.
Attributes: Social Sciences

222 Environmental Economics
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.
Prerequisite: 111.
Attributes: ENST Society (ESSO), INST Sustain & Global Environ, LAWP Policy Elective, Sustainability Investigations

226 Global Economy

The course introduces economic theory that builds on ideas from introductory microeconomics and macroeconomics. It uses that theory as a framework for examining developments in the changing global system. Developments include the revolution in information technology; the dynamics of human population growth; the implications of climate change; challenges to human security; and emerging patterns of organizational interdependence and collaboration. Those developments provide the context for business managers and for government officials responsible for shaping strategies and implementing policies.

Prerequisite: ECON 111 and 112; concurrent enrollment in ECON 112 by permission of the instructor. This course is cross-listed as INST 200.

Attributes: East Asian Social Sci Elective

228 Economic Analysis of Policy

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, public assistance, transportation policy, and environmental protection.

Prerequisite: 111 or permission of the instructor.

Attributes: Social Sciences

230 Political Economy of Gender

Political Economy of Gender adopts a gender-aware perspective to examine how people secure their livelihoods through labor market and nonmarket work. The course examines the nature of labor market inequalities by gender, race, ethnicity and other social categories, how they are integrated with non-market activities, their wellbeing effects, their role in the macroeconomy, and the impact of macroeconomic policies on these work inequalities. These questions are examined from the perspective of feminist economics that has emerged since the early 1990s as a heterodox economics discourse, critical of both mainstream and gender-blind heterodox economics. While we will pay special attention to the US economy, our starting point is that there is one world economy with connections between the global South and the North, in spite of the structural differences between (and within) these regions.

For ECON 230: ECON 111 (ECON 112 recommended); For SOCI 227: SOCI 110 or ECON 111; For WGSS 230: none (ECON 111 recommended) This course is cross-listed as SOCI 227 & WGSS 230.

Attributes: AMST Representation Elective, AMST Struct & Instit Elective, INST World Economy & Developmt, LAWP Policy Elective, LWJS Practices Elective, Social Sciences,

Sustainability Connections, US Diversity, WGSS Intersect/Instit/Power, Writing in the Discipline

240 International Development
This course examines the challenges and strategies of economic development, with a detailed focus on how households behave. The goal is to provide an understanding of what life for poor households in developing countries is like, what can be done about it, and an idea of how valuable insights can be gained using standard economic tools and thinking. In addition to learning about theoretical models and real-life examples, we will spend significant time understanding recent research on development problems. Issues examined include: poverty measures, health issues such as HIV/AIDS, malaria, and undernutrition, economic growth, agriculture, land use, technology adoption, foreign aid, credits, child labor, child education, migration, and measures of inequality. *Prerequisite: ECON 111 and 112. This course is cross-listed as INST 240.*
Attributes: INST Africa Course, INST Asia Course, INST Global Security, INST World Economy & Developmt, LAWP Policy Elective, Security Studies Course

247 Money and Banking
A study of the role of money and credit in the U.S. economy. The nature of money, the structure of the banking system in the context of a rapidly changing financial institutional environment, and the Federal Reserve System are examined. Various theories of money as guides to monetary policy are compared and contrasted. Neoclassical approaches will predominate, although some alternative approaches will be explored.
Prerequisite: 112.

268 Intermediate Macroeconomic Theory
Neoclassical theories of economic behavior in the aggregate. Models will be used as a framework for analyzing the determination of the level of national output and for explaining fluctuations in employment, the price level, interest rates, productivity, and the rate of economic growth. Policy proposals will be appraised.
Prerequisite: 111 and 112; MATH 170.
Attributes: Social Sciences

278 Intermediate Microeconomic Theory
Neoclassical theory of relative prices of commodities and productive services under perfect and imperfect competition. The role of prices in the allocation and distribution of resources and commodities. Economic behavior of individual economic units like consumers, firms, and resource owners.
Prerequisite: 111 and MATH 170.
Attributes: Social Sciences

288 Contending Economic Perspectives
A study of major heterodox economic theories such as Marxian, institutional, feminist, post-Keynesian, or Austrian economics. Students will study these contending economic perspectives through their historical evolution, methods and theoretical structures, and/or current policy debates.
Prerequisites: 111 and 112.

298 Econometrics
This course is an introduction to econometrics in which the tools of economic theory, mathematics, and statistical inference are applied to the analysis of economic data. Students will develop foundational knowledge of applied statistics and econometrics through exploration of empirical techniques relevant to quantitative economics including probability, estimation, hypothesis testing, correlation, modeling, simple and multiple linear regression analysis, and time series analysis. In addition, this course will cover basic extensions of a multiple linear regression model such as dummy variables and interaction terms. Students will use Stata, or other statistical analysis software widely used in economics, to understand and apply empirical work.
Prerequisite: ECON 111 and ECON 112; MATH 170 and (MATH 121 or MATH 225 or INBM 220 or COMP 180 or DATA 180 or MATH 180)
Attributes: Social Sciences

314 Advanced Special Topics
Prerequisites: One or more of the core intermediate theory courses (268, 278, 288, 298) depending on the topic.
Attributes: Social Sciences

332 Economics of Natural Resource Sustainability
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.
Prerequisite: 278. For ENST, ENSC and INST majors, prerequisite is ECON 222.
Attributes: ENST Society (ESSO)

344 Public Finance
Theoretical analysis of the interaction of the public and private sectors emphasizing problems of allocation and distribution. Topics include economic rationales for government, public expenditure theory, redistribution of income, collective decision making, and taxation. Neoclassical approaches predominate; however, some alternative

approaches will be explored.
Prerequisite: 278 or permission of the instructor.

351 Gender and Development
This course examines the gender dimensions of economic development and globalization from the perspective of feminist economics. This perspective implies foregrounding labor, broadly defined to include paid and unpaid work, and examining gender differences in work, access to resources, and wellbeing outcomes, and how these are affected by macroeconomic policies and how gender inequalities are relevant for societal wellbeing. Since the early 1980's economic globalization has been achieved on the basis of a common set of macroeconomic policies pursued in industrial and developing countries alike. These policies frame both the gender-differentiated impacts of policy and the initiatives that are implemented to reduce inequalities between men and women. The main objective of the course is to examine the impact of these policies on men and women in the global South (a.k.a. developing countries/Third World) on gender inequalities and to evaluate the policies/strategies for reducing gender inequalities and promoting the well-being of all people. The pursuit of these objectives will entail first a brief examination of the central tenets of feminist economics and an historical overview of the policy-oriented field of gender and development. Gender-differentiated statistics will be reviewed as they pertain to the topics under discussion.
Prerequisite: For ECON 351: ECON 288; For INST 351: ECON 288 or ECON 226/INST 200 or INBM 200; For WGSS 350: at least one WGSS course or ECON 288. This course is cross-listed as INST 351 & WGSS 350.
Attributes: AMST Struct & Instit Elective, Global Diversity, INST World Economy & Developmt, Sustainability Connections, WGSS Intersect/Instit/Power, WGSS Transntl/Global Perspect, Writing in the Discipline

353 The Economics of Labor
An analysis of labor market issues and policies. Topics covered include discrimination, anti-discrimination policy, the minimum wage, health and safety policy, and other labor market policies and institutions. While the neoclassical approach dominates, other approaches will be explored.
Prerequisite: 278 or permission of the instructor.

357 Empirical Finance
This course uses market data to develop models for financial analysis by using statistics, econometrics, and finance. The main objective of the course is to develop students' financial, analytical, and modeling skills in the fields of asset pricing and valuation, statistical methodology, the calibration and testing of the times series, and forecasting.

Prerequisites: 298 and (INBM 250 or ECON 268).
Attributes: FINA Upper Level Elective

371 British and European Economic History
Rapid economic development took off in Britain during the eighteenth century. What were the causes and consequences of this first Industrial Revolution? Why did it take place in Britain and not France or other European country? Technological change, along with rapid population growth and migration, resulted in uneven distributional outcomes within and between countries. This course will cover important questions in British and European economic history. Readings will focus on improvements in living standards and efforts made to address unequal outcomes with an emphasis on the impact of industrial development and institutional change. This course may be taught as a Writing in the Discipline or standard elective. Quantitative Economics majors may elect to write an empirical research paper.
Prerequisites: 268 and 278. Recommended: 288.

373 History of Economic Thought
This course provides an appraisal of the origins and evolution of selected economic theories, primarily through the works of great economists of the past. Past economic works are analyzed in their theoretical and historical context.
Prerequisites: any one of the following intermediate-level ECON courses 268, 278, 288, or 298.

398 Advanced Econometrics
This course covers some advanced topics in applied econometrics. Students will apply multiple regression analysis to both cross-sectional and longitudinal (panel) data to familiarize students with a variety of advanced econometric techniques including instrumental variable analysis, differences-in-differences methods, limited dependent variable models, and dynamic panel analysis. Students will conduct individual empirical research projects using Stata, or other statistical analysis software widely used in economics, to enable students to understand and apply the conventions of empirical research in economics. We will cover elements of technical writing, reviewing existing literature, data collection and organization, and file management for complete transparency and reproducibility.
Prerequisites: 268 or 278, and 298.
Attributes: Quantitative Econ Elective, Writing in the Discipline

496 Economics Seminar
A reading, research, and conference course on a selected economics topic. Student seminar choices must be approved by the department.

Prerequisite: 268, 278, and 288 (for ECON majors) or 298 (for QECN majors) and permission of the instructor.

Educational Studies

Learning Outcomes

Upon graduation from Dickinson, Educational Studies majors will be able to:

- analyze the ways in which varying historical, philosophical, cultural contexts, and student identity characteristics influence educational experiences, opportunities, and outcomes;
- describe current instructional and assessment practices and evaluate how research informs and improves educational practices;
- critique educational policies and explain the multiple interconnections between educational institutions and the political, economic, and social systems in which they are situated;
- identify an educational research question, problem, or issue and respond to it with a well- supported thesis, a clear progression of ideas, and support from scholarly sources.

Major

10 courses

Core Courses
120 or 130
140
250
260
470
Internship for transcript notation: extensive field work in a setting related to education such as schools, child care centers, museums and policy centers.

Concentration in Teaching and Learning
300
Two electives from the following: 320, 330, 340, 350, 360, 370, 391
Two courses in one other department related to the concentration and approved by the Educational Studies advisor.

Concentration in Education and Society
310
Two electives from the following: 320, 330, 340, 350, 360, 370, 391
Two courses in one other department related to the concentration and approved by the Educational Studies advisor.

Minor

5 courses

120 or 130
140
250
260 (if not a Social Science major)
One 300-level EDST course (two 300-level if EDST 260 is not taken)

Student Organizations

Kappa Delta Pi, an International Honor Society in Education, was founded in 1911 and is one of the oldest discipline-specific honor societies in the United States. Dickinson received a charter to establish the Alpha Beta Rho chapter of KDP in 2004 and has maintained an active presence on the Dickinson campus and in the Carlisle community ever since. In addition to hosting lectures and panel discussions on important educational issues, the Dickinson KDP chapter supports education in the local community by sponsoring an annual Literacy Alive program and women's history essay contest as well as providing tutoring in an after-school homework program.

Educational Studies majors and minors are eligible for membership in Kappa Delta Pi after they have completed at least eight Dickinson courses and have declared their education major or minor. Admission to Kappa Delta Pi will be based on academic grade point average and service to the education profession.

Suggested curricular flow through the major

First Year:
EDST 120 (spring only) or 130 (fall only) and 140

Second Year:
EDST 250 and 260 plus two non-departmental electives (two courses completed in one department outside of EDST [e.g., PSYC, SOCI, HIST])

Third Year:
EDST 300 or 310 (both fall only)

Fourth Year:
Two EDST 300-level electives and EDST 470 (senior seminar - offered spring only)

Opportunities for off-campus study

Educational Studies majors are encouraged to study abroad, taking coursework that informs them of the education systems in the countries in which they are studying and to seek out internships in education that might include both school and non-school settings (such as museums). Through the Center for Global Study and Engagement at Dickinson, the department has identified the **Danish Institute for Study Abroad in Copenhagen** as the primary study abroad site for our students. Appropriate coursework taken at **DIS-Copenhagen** will transfer toward the Educational Studies elective requirements.

Co-curricular activities/programs

Kappa Delta Pi, an International Honor Society in Education, was founded in 1911 and is one of the oldest discipline-specific honor societies in the United States.

Educational Studies majors and minors are eligible for membership in Dickinson's chapter of Kappa Delta Pi after they have completed at least eight Dickinson courses and have declared their Educational Studies major or minor. In accordance with the Kappa Delta Pi bylaws, eligibility is based on academic grade point average and education-related service.

For more information, see the *Student Organizations* section of the Academic Bulletin.

Courses

120 Contemporary Issues in American Education
An examination of current policies, practices, and problems in the landscape of American education with particular attention to the perspectives of various stakeholders (e.g. teachers, students, families, community leaders, employers, and elected officials). U.S. diversity with respect to race, class, gender, language, and exceptionality is considered within a variety of educational contexts. The course also examines the ways in which educational issues and reform efforts intersect with social, economic, political, and cultural forces.
Attributes: AMST Struct & Instit Elective, Social Sciences, US Diversity

130 History of American Education
An examination of the evolution in the purposes, structures, and methodologies of formal and informal education in the United States from the colonial period to the present with particular attention to how marginalized groups have been educated. The course situates educational history within the broader context of social, political, and economic

developments in the U.S. and considers ways in which education has been used to meet societal goals.
Attributes: AMST Struct & Instit Elective, Social Sciences, US Diversity

140 Educational Psychology
An examination of physical, cognitive, and psychological developmental theories and research as well as theories of learning. The course includes theoretical perspectives on: age-stage characteristics, exceptionality, achievement versus aptitude, as well as how developmental, sociocultural, and motivational factors influence student learning in classroom contexts.
Attributes: Social Sciences

250 Curriculum Theory
An examination of how the curriculum of educational institutions is shaped as well as how curriculum serves as a shaping force for educational institutions. This includes an examination of various conceptions of curriculum and of knowledge as well as curriculum ideologies and structures. Finally, the course examines how diverse student populations may experience the curriculum.
Prerequisites: 120 or 130, and 140.

260 Introduction to Educational Research
An introduction to the purposes and methodologies of research in education including how various stakeholders in the educational community use and access research findings as well as how studies in education are designed, implemented, and disseminated. Quantitative, qualitative, and historical methodologies are addressed. Research processes are introduced around the topic of literacy. Students will develop a review of the research literature on a topic related to literacy using online catalogs, databases, and other open access resources to find and gather sources and digital publications formats to disseminate their reviews.
Prerequisite: 140.
Attributes: Writing in the Discipline

300 Models of Instruction and Assessment
An introduction to instructional planning and assessment with a particular emphasis on meeting the needs of diverse learners. Primary activities of the course include designing and implementing lesson plans, designing assessment instruments, and designing an integrated unit of instruction. Students will learn to effectively use presentation technologies as well as instructional software and new media to enhance their instruction.
Prerequisites: 140, and 260 or Social Science Research Methods (AFST 200, AMST 202,

ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

310 Policies Shaping American Education
An examination of the policies that have shaped and continue to shape American Education within the broader context of American educational reform movements. Particular policy(ies) of focus each semester will be selected by the instructor. The course might include an in-depth examination of a particular policy such as school funding. Or, it might examine several policies around a broader concept such as inclusion which could include desegregation, Individuals with Disabilities Education Act, Title IX, and policies related to English Language Learners.
Prerequisites: 120 or 130, and 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.
Attributes: AMST Struct & Instit Elective

320 Race and Education
An examination of the historical, sociological, political, and legal issues related to race and education in the United States. Particular issues of focus each semester will be selected by the instructor and might include theoretical perspectives on race in education, school segregation, representation of racial groups in curriculum, the roles and experiences of teachers of color, connections between policy initiatives and race, student achievement and college access, and the educational experiences of specific racial groups.
Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

330 Gender and Education
An examination of the historical, sociological, political, and legal issues related to gender and education in the United States. Particular issues of focus each semester will be selected by the instructor and might include theoretical perspectives on gender in education, single-sex vs. coeducational schooling, representation of gender in curriculum, the feminization of the teaching profession, gender equity and policy initiatives such as Title IX, and student achievement and college access.
This course is cross-listed as WGSS 330. Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

340 Immigration and Education
An examination of the historical, sociological, political, and legal issues related to immigration and education in the United States. Particular issues of focus each semester will be selected by the instructor and might include patterns of immigration, theories on immigrant assimilation, the relationship between culture and education, perspectives on citizenship and their impact on immigrant education, and related legislation, funding, and policy.
Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

350 Urban Education
An examination of critical issues in educating students in an urban setting. Particular issues of focus each semester will be selected by the instructor and might include race, poverty, student motivation and teacher practice, the community as a source of curriculum, school-to-work programs, educating language minority students, restructuring large urban schools, educational funding and educational policy.
Prerequisite: EDUC 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.
Attributes: AMST Struct & Instit Elective

360 Rural Education
An examination of critical issues in educating students in a rural setting. Particular issues of focus each semester will be selected by the instructor and might include race, poverty, the centrality of schools in rural communities, place-based learning, farm to college initiatives, educating indigenous populations, educational funding and educational policy.
Prerequisite: 260 or Social Science Research (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

370 Education and Emerging Technologies
An examination of the role of emerging technologies in American education. Particular issues of focus each semester will be selected by the instructor and might include the capabilities and limitations of contemporary technological tools, how technological tools, particularly new media, can be used to enhance teaching and learning in diverse educational settings, trends in and variations of e-learning, and perspectives on digital etiquette, ethical reasoning, legal guidelines, and institutional policies related to technology use in educational settings.

Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

391 Topics in Education
An examination of topics related to education but not addressed in depth in other courses within the Educational Studies program. Topics will vary based on the expertise of the instructor and may include those offered by faculty from other disciplines that intersect with education.
Attributes: Social Sciences

470 Senior Seminar
The design and implementation of a study in an individual area of interest within the major concentration culminating in the writing of a conference paper or publishable article. Students will develop a review of the related research literature on their chosen topic using on-line catalogs, databases and other open access resources to access sources, gather data related to their topic employing quantitative, qualitative, and/or historiographic methodologies enhanced by electronic devices as appropriate, analyze their data using digital software as appropriate, write a conference paper or publishable article, electronically submit their conference proposals/articles, and disseminate their work via conference, digital, or paper publication formats.
Prerequisites: 120 or 130, and 140, 250, 260, 300 or 310.

English

Learning Outcomes

Upon graduation from Dickinson, English majors will be able to:

- articulate a cogent thesis statement about a literary work or other text;
- close read literary works and/or other texts, attending to relationships between form and content and between local features and the text as a whole;
- interpret literary works and engage with works of literary criticism and/or theory in the field; examples include historical, formal, cultural, or biographical criticism.

Major

English majors need to take 11 courses, minimum, as outlined below. Click here for an advising worksheet that offers a succinct overview of the major requirements.

• **101:** The English program starts with introductory classes—101s—on a variety of themes, all of which provide instruction on reading a text and relating it to context(s). 101s have no prerequisite and are open to all students and majors.

• **220:** Our core class is English 220, "Introduction to Literary Studies." It provides an intense, focused seminar on methods and theories. 101 is the prerequisite for 220. Students with a 4 or 5 on the AP Literature (not Composition) test should go right to 220. 220 is the pre-requisite for all 300-level classes.

• **Either 221 or 222:** ENGL 221: Workshop in Writing is a Writing in the Discipline Class that fulfills that graduation requirement. ENGL 222: Topics in Method & Theory offers a deep dive into a specific sub-field of literary studies. These courses have no prerequisite and are open to any interested student.

• **Six 300-level courses:** At the 300 level, English students take a variety of courses grouped under four broad questions: of author and audience, of culture, nation, and identity, of form, medium, and materiality, and of history, period, and influence. The range in these groupings ensures that students can design a program tailored to their specific interests while acquiring a breadth of critical skills.

- 2 must be focused on pre-1800 literature
- 2 must be focused on post-1800 literature
- At least 2 of the six 300-level courses must be taken at Dickinson with English faculty.

• **403 and 404 (Senior Thesis):** The senior experience in the English department is a yearlong course, English 403-404. Students remain with the same professor and group of peers for both courses. Over two semesters, with faculty mentorship and rigorous workshopping in a community of peers, students develop an original, deeply researched piece of literary scholarship (10,000-15,000 words).

Students may declare an English major in the semester in which they are enrolled in 220. When they declare, students and their faculty advisors will jointly design a schedule of advanced courses that, taking into account student interests, offers some breadth in approach and subject matter while enabling an examination of a particular area in some depth. We recommend that students use the advising worksheet to track their progress through the major, and to discuss their course selection options with faculty. Transfer students and others who need a special schedule for completing the major must have their programs approved by the chair.

Minor

English minors need to take 6 courses, minimum, as outlined below:

• 101
• 220
• 3 literature courses at the 300 level:
  - At least 1 300-level course must be pre-1800.
  - At least 1 300-level course must be taken at Dickinson with English faculty.

Suggested curricular flow through the major

We encourage students to take more than the minimum number of courses and to work with their faculty advisors to develop an individually meaningful selection of courses in English and related disciplines. Here is a suggested distribution of courses that meets the major requirements outlined above:

Click here for a checklist worksheet that gives a succinct overview of the major requirements.

Here is a suggested distribution of courses:

First Year
English 101 or first-year seminar with an English faculty member.
English 220

Sophomore Year
2-4 300-level English courses
English 221 or 222

Junior Year
2-4 300-level courses
Many English majors study abroad. Numerous abroad programs offer students the chance to take courses that will transfer to credit in the Dickinson English major. For information on how to choose courses abroad that will count toward the English major, please consult the chair or your faculty advisor.

Senior Year
English 403 (fall)
English 404 (spring)
Two 300-level English courses

Senior Thesis
The senior experience in the English department is a yearlong course, English 403-404. Students remain with the same professor and group of peers throughout both English 403 and English 404. Over the course of the year, students develop **a senior thesis:** an

original, daring, and deeply researched piece of literary scholarship, situated in a scholarly field, anchored by a strong argument, and written in lucid, engaging prose. Through this process, they also **develop their capacity as a constructive reader, critic, and editor** of their colleagues' work-in-progress. Even as each student pursues an independent research project, they are accountable to and inspired by their 403-404 workshop community.

Independent study and independent research

The English Department offers independent study and research in literature and in expository and creative writing for content not covered in regular courses. A list of professors and their special interests is available in the English office, 4th floor, East College 400. As a general rule, no more than two independent studies or independent research courses may be counted toward the major; exceptions must be approved by the department chair. Students must secure a professor with whom to study and submit proposals (covering topic, methodology, preparation, relevance to educational goals, bibliography or primary and secondary sources, director, and course requirements) normally in the semester before the study is to be undertaken. See the academic department coordinator for English for the necessary forms.

Honors

All senior theses in English are eligible for honors nomination. Exemplary of the finest senior theses in English, an honors project:

- advances a cogent, ambitious, and thoroughly-researched argument;
- includes a judicious selection of, close engagement with, and focused analysis of, details of text(s);
- situates itself in and contributes to germane scholarly fields (e.g., literary studies, film and media studies, cultural history);
- exhibits remarkable methodological sophistication and creativity;
- demonstrates the writer’s critical self-awareness and informed investment in the project; and
- achieves a clear voice and confident prose.

A select number of theses are nominated for honors by the faculty teaching English 404. Honors are determined by a committee of English faculty appointed by the chair.

Internships

Students who are interested should gain experience by writing for and working on *The Dickinsonian* and/or *The Dickinson Review*, the college's literary journal. English majors have done internships with state and local government agencies, newspapers, public relations firms, law offices, and film studios, among other placements.

Opportunities for off-campus study

Majors and prospective majors should begin thinking about study abroad early in their sophomore year. Talk to your advisor, professors, and the department chair about study abroad opportunities. Dickinson programs in Norwich, England, at the University of East Anglia, and Dunedin, New Zealand, at the University of Otago, work well with the English major and enrich students' learning in English. Advanced courses can transfer back to the Dickinson English major. English majors also participate in the Dickinson's program at Mansfield College, Oxford. Admission to this program requires that a student maintain at least a 3.7 GPA show depth in the major by second semester of their sophomore. Many English majors also study abroad at other Dickinson programs; this may require more planning to ensure successful completion of the major.

Please note: To receive 300-level credit for any course taken abroad, please be sure the course meets the standards laid out here. At UEA, Level 6 courses are most likely to meet the learning goals of 300-level English courses taught at Dickinson.

Co-curricular activities/programs

We encourage students to take more than the minimum number of courses and to work with their faculty advisors to develop an individually meaningful selection of courses in English and related disciplines. Here is a suggested distribution of courses that meets the major requirements outlined above:

Click here for a checklist worksheet that gives a succinct overview of the major requirements.

Here is a suggested distribution of courses:

First Year
English 101 or first-year seminar with an English faculty member.
English 220

Sophomore Year
2-4 300-level English courses
ENGL 221 or 222

Junior Year
2-4 300-level courses
Many English majors study abroad. Numerous abroad programs offer students the chance to take courses that will transfer to credit in the Dickinson English major. For information on how to choose courses abroad that will count toward the English major, please consult the chair or your faculty advisor.

Senior Year
English 403 (fall)
English 404 (spring)
Two 300-level English courses

Senior Thesis
The senior experience in the English department is a yearlong course, English 403-404. Students remain with the same professor and group of peers throughout both English 403 and English 404. Over the course of the year, students develop **a senior thesis:** an original, daring, and deeply researched piece of literary scholarship, situated in a scholarly field, anchored by a strong argument, and written in lucid, engaging prose. Through this process, they also **develop their capacity as a constructive reader, critic, and editor** of their colleagues' work-in-progress. Even as each student pursues an independent research project, they are accountable to and inspired by their 403-404 workshop community.

Courses

Introductory Courses
These courses are designed to introduce students to serious literary study from a variety of perspectives, both intrinsic and extrinsic. They consist of entry-level courses in the major, the first of which is also offered for students who do not intend to major in English.

101 Texts and Contexts
Close reading (formal analysis) of texts interpreted in the contexts (e.g., cultural, historical, biographical, economic, political) that shape and are shaped by them. Topics may include the African novel, early American literature, Caribbean literature, Shakespeare on film, the romance, the quest, images of women, 19th century literature, contemporary American fiction, and American Indian literature.
Attributes: Humanities

220 Introduction to Literary Studies
In literary studies, we explore the work texts do in the world. This course examines several texts of different kinds (e.g., novel, poetry, film, comic book, play, etc.) to

investigate how literary forms create meanings. It also puts texts in conversation with several of the critical theories and methodologies that shape the discipline of literary study today (e.g., Marxist theory, new historicism, formalism, gender theory, postcolonial theory, ecocriticism, etc.). This course helps students frame interpretive questions and develop their own critical practice.
Prerequisite: 101. This course is the prerequisite for 300-level work in English.
Attributes: Writing in the Discipline

Rhetoric, Writing, and Methods Courses
These courses, open to majors and non-majors alike, have no prerequisites. They explore the rhetorical practices of expository and/or creative writing through a specific topic; or they focus on a specific critical method that is part of or related to literary studies.

221 Workshop in Writing
This course develops writing and analytical thinking skills through the careful examination of the rhetorical practices of a topic chosen by the professor. Class offerings have included topics such as natural history, digital environments, the self, identity and queer studies, popular culture, visual poetry, biography, and other subgenres of fiction, poetry, or film and media studies.
Attributes: Writing in the Discipline

222 Topics in Methods and Theory
This course offers a focused introduction to a particular literary method and/or a method from a related field.
Attributes: Humanities

Advanced Courses in Literature, Theory, and Film
These courses deepen the methodological discussions of texts and the animating debates around them first initiated in ENGL 220. Students are encouraged to craft an individualized course of study in consultation with their advisor that exposes them to the different approaches listed below. All courses at this level will ask students to evaluate and to make arguments based upon textual evidence and secondary sources while mastering various research techniques. *NOTE:* Prerequisites for 300-level courses are ENGL 220 or permission of instructor. For 300-level courses in American literature, prerequisites are ENGL 220 or AMST 202, or permission of instructor. In addition to 300-level courses in the English department, students may choose from a number of approved upper-level courses in other departments, every term, that may be taken as a 300-level English course.

311 Questions of Author and Audience
Examines how authors' lived experience has shaped texts and how audience reception has reshaped and reimagined those texts. Course titles in this category have included "Chaucer's Women," "Austen in Her Time," "Robert Frost and Modern Poetry," "The American Auteur," and "Poetry of the Mad Men Era."
Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.
Attributes: Humanities

321 Questions of Culture, Nation, and Identity
Examines texts' accounts of and implication in systems of power and privilege. These classes focus on questions of agency, gender, race, and ethnicity in both individual and collective identities. Course titles in this category have included "Shakespeare: Politics and Culture," "Where Do Novels Come From?" "Celtic Revival/Harlem Renaissance," "Literatures of the Global South: Migration & Displacement," and "Studies in US LGBTQ+ History and Literature."
Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.
Attributes: Humanities

331 Questions of Form, Medium, and Materiality
Examines the genres, conventions, and forms through which texts are produced, circulated, and understood. Course titles in this category have included "John Donne and Material Culture," "Shakespearean Genres," "The 19th-century Novel," "Experimental Fictions," and "The Video Game."
Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.
Attributes: Humanities

341 Questions of History, Period, and Influence
Examines how authors and texts engage aesthetic and/or socio-political histories. Course titles in this category have included "Medieval Women Writers," "Routes through the Early Americas," "The Bloomsbury Group," "Border Crossings in Asian American Literature," and "U.S. Literature and the 9/11 Decade."
Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.
Attributes: Humanities

351 Special Topics in Textual Study
Special topics in literature, theory, film, and media. Examines questions of the relationships among primary texts and their historical, methodological, and/or theoretical contexts not otherwise addressed in ENGL 311, 321, 331 and 341.
Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.
Attributes: Humanities

The Senior Experience

This final two-semester sequence of courses in the major seeks to draw upon the student's critical and creative independence by offering seminars and workshops whose topics are shaped partly by student interest.

403 Senior Literature Seminar
This course prepares students to write a senior thesis by exploring key questions and methods in literary scholarship. Students in this seminar will pursue intensive reading, writing and discussion designed to: (1) strengthen their grasp of the history and current configuration of literary studies and related fields; (2) help them frame and begin to pursue the questions that will motivate their senior theses; and (3) hone their critical self-awareness as readers and writers.
Prerequisites: Open to senior English majors.

404 Senior Thesis Workshop
A workshop requiring students to share discoveries and problems as they produce a lengthy manuscript based on a topic of their own choosing, subject to the approval of the instructor.
Prerequisites: 403.
Attributes: Can't be taken pass/fail

Environmental Studies and Environmental Science

Learning Outcomes

Upon graduation from Dickinson, Environmental Studies majors will be able to:

- evaluate the interdisciplinary evidence, research capabilities, and skills that are relevant to a particular environmental problem;
- analyze complex human environment systems and formulate appropriate responses, drawing in depth from the social sciences;
- articulate the humanistic and ethical questions inherent to the relationships with the environment ;
- effectively collaborate and communicate with environmental experts and diverse stakeholders.

Upon graduation from Dickinson, Environmental Science majors will be able to:

- evaluate the interdisciplinary evidence, research capabilities, and skills that are relevant to a particular environmental problem;
- analyze complex human environment systems and formulate appropriate responses, drawing in depth from the natural sciences;
- articulate the humanistic and ethical questions inherent to the relationships with the environment;
- effectively collaborate and communicate with environmental experts and diverse stakeholders.

Major

Requirements for the Environmental Studies Major
13 courses

Introductory Core
161, 162

10 additional courses taken from the following categories. At least three courses must be ENST courses taught by ENST faculty and at least three must be at the 300-level or above.

Humanities/Arts & Environment – at least 1
Society & Environment – at least 2
Foundations of Environmental Science – at least 1
Applications of Environmental Science – at least 1
Environmental Studies Specialization - optional electives, no limit

Senior Seminar
406

Requirements for the Environmental Science Major
14 courses

Introductory Core
161, 162

The additional 11 courses are taken from the following categories. At least three must be ENST courses taught by ENST faculty and at least five must be at the 300-level or above.

Humanities/Arts & Environment – at least 1
Society & Environment – at least 1
Foundations of Environmental Science – at least 3
Applications of Environmental Science – at least 5
Environmental Studies Specializations - optional electives

Senior Seminar
406

ADDITIONAL NOTES FOR ENST AND ENSC MAJORS:
1) No more than two courses may be numbered 550 or 560.

2) For both majors, a single course may satisfy more than one requirement. However, this does not reduce the total number of courses required for the majors.

3) Students may not major in both environmental studies and environmental science.

Descriptions of course categories:
Humanities, Arts, & Environment courses. Humanities, Arts, & Environment courses explore humanity's relation to the earth from perspectives offered by the arts, literature, philosophy, and religion. Such classes may include aesthetic, spiritual, and ethical principles employed to assess natural and social scientific ideas.

Society and Environment courses. These courses address the ways human societies are affected by the environment and the ways that human actions alter that same environment. Courses focus on the roles of social, political, economic, and scientific processes in shaping various environmental challenges.

Foundations of Environmental Science courses. These courses present students with disciplinary knowledge from the natural sciences foundational to environmental science. They may or may not consider how this knowledge relates to environmental science and they include courses at introductory through advanced levels.

Applications of Environmental Science courses. These courses apply scientific tools and methods to address environmental challenges. A substantial component of the course must consider interactions between humans and the environment.

Environmental Studies Specializations courses. Interdisciplinary courses that study an aspect of human-environment interactions. Normally, courses would include one of the following: four weeks of environmental content or the application of a foundational concept or idea (e.g. inequality, sculpture, development, ethics, etc.) to an environmental issues for at least two weeks.

Suggested curricular flow through the major

Example four-year plans for meeting Environmental Studies and Science requirements *including for students that declare the major in their second year*.

B.A. Environmental Studies (starting in 1st year)

Yr	Fall Semester	Spring Semester
1	ENST 161 Humanities/Arts & Environment	ENST 162 Society & Environment
2	Environmental Studies Specializations Foundations of Environmental Science	Applications of Environmental Science
3	Society & Environment Environmental Studies Specializations Additional major course	
4	Environmental Studies Specializations Additional major course	ENST 406

B.A. Environmental Studies (*starting in 2nd year*)

Yr	Fall Semester	Spring Semester
1		
2	ENST 161 Humanities/Arts & Environment	ENST 162 Society & Environment
3	Environmental Studies Specialization	Applications of Environmental Science

Yr	Fall Semester	Spring Semester
	Foundations of Environmental Science	
4	Society & Environment Environmental Studies Specialization Additional major courses	ENST 406 Environmental Studies Specializations Additional major courses

B.S. Environmental Science (starting in 1st year)

Yr	Fall Semester	Spring Semester
1	ENST 161 Foundations of Environmental Science	ENST 162 Foundations of Environmental Science
2	Foundations of Environmental Science Humanities/Arts & Environment	Society & Environment Applications of Environmental Science
3	Applications of Environmental Science Applications of Environmental Science Additional major course	
4	Applications of Environmental Science Applications of Environmental Science Additional major course	ENST 406 Additional major course

B.S. Environmental Science (*starting 2nd year*)

Yr	Fall Semester	Spring Semester
1	Foundations of Environmental Science	Foundations of Environmental Science

Yr	Fall Semester	Spring Semester
2	ENST 161 Humanities/Arts & Environment	ENST 162 Society & Environment Applications of Environmental Science
3	Applications of Environmental Science Applications of Environmental Science Foundations of Environmental Science	Additional major courses
4	Applications of Environmental Science Applications of Environmental Science Additional major course	ENST 406 Applications of Environmental Science

Notes:

1. For students that begin Environmental Studies or Environmental Science in their second year **it is possible** to complete the major. In fact, many students go on and do it.
2. A significant majority of our Environmental Studies and Environmental Science students, go abroad for part or all their junior year. Foundations of Environmental Science, Applications of Environmental Science, Environmental Studies Specializations and Humanities/Arts & Environment can be earned at programs abroad. Generally, 1-3 abroad credits come back and count toward the major.

Independent study and independent research

According to the College Bulletin an independent research course "should be designed as original research and practice in presenting the results of an investigation. This pursuit must culminate in the student's own contribution to a discipline, whether in the form of fully-supported conclusions or in the form of a creative effort." In other words, the goal of independent research is to answer a question, not simply to gather information. Unlike independent study, independent research projects must have the potential to yield new knowledge.

In the Environmental Studies and Science Department, independent research projects involve field, laboratory, and/or library research. Research questions may come from the independent research student, the faculty research advisor, or both. The work may range from very independent activity by the student under the guidance of a faculty member to collaborative work with one or more faculty members and, perhaps, other students. The process of conducting independent research begins early in a student's career by talking with faculty about research and by generating ideas for possible research topics. Detailed procedures for pursuing independent research is available here.

Independent study courses are those that allow students to pursue an academic interest outside the listed course offerings, and under the direction of a faculty member. The requirements for independent study are devised in consultation with faculty. Those interested in pursuing independent study should see their academic advisor.

Honors

Departmental honors is a distinction awarded at graduation to students who have successfully completed an outstanding independent research project and achieved a distinguished academic record. To be considered for honors the student must have:

- Completed two semesters of independent research. This research must be a significant project commensurate with a full year's worth of work. The student must have clear objectives, an appropriate study design, and explicit conclusions based on thoughtful analysis.
- Orally presented their project at the Earth Issues seminar series in both the fall and spring semesters.
- Presented their research at a professional conference.
- Submitted a written report (thesis) on their completed independent research project with references to key literature. The paper must be clearly written in the appropriate format, as determined by the faculty research advisor.
- Complete a formal discussion of their research projects with the faculty on their committee. During this discussion, the student must demonstrate a deep understanding of their work and its context. Faculty research advisors may set additional requirements.
- Achieved a distinguished academic record, including a GPA of 3.4 or higher.

Detailed guidelines for department honors are available on the department website and through the department chair.

Internships

Internships are not required by the department, and do not count toward the environmental studies and science requirements. However, majors frequently pursue internships that allow them to gain professional experience, enhance their leadership skills, make connections and tackle real-world issues. Internship opportunities are available on campus, in the Carlisle community and, indeed, nationally and internationally. Internships are recognized through Dickinson's Internship Notation Program and funding is often available for support. Interested students are encouraged to visit the Advising, Internships & Career Center or see their academic advisor.

Opportunities for off-campus study

Environmental Studies students are strongly encouraged, but not required, to participate in global study or another off-campus programs. These opportunities allow students to experience different countries, regions, cultures and perspectives, foster a deeper understanding of the forces that drive environmental changes, and, if desired, carry out research. Students can choose from Dickinson Programs in places like England, Spain, Italy, Cameroon, China, France, Ecuador, Argentina, New Zealand, Australia, Russia or partner programs in Brazil, Costa Rica, Bhutan, Cambodia, Denmark, India, Israel, Morocco, South African, Tanzania, Senegal and Jordan, to name a few. A sample of programs is available here.

Students can also elect to take part in a research Semester in Environmental Science at the Marine Biological Laboratory in Woods Hole, Massachusetts, join the Washington Center in Washington DC, or pursue an exchange with an Eco-League school. Other students elect to participate in a Mosaic or Globally-Integrated Course.

The opportunities are endless and exciting! For information see your academic advisor or see the Center for Global Study and Engagement.

Co-curricular activities/programs

Students in the Environmental Studies and Science Department frequently engage and participate in the college's numerous co-curricular activities and certificate programs.

- Alliance for Aquatic Resource Monitoring (ALLARM)
- Dickinson College Farm
- Center for Sustainability Education
- Health Studies Certificate

- Food Studies Certificate
- Mosaics or Globally Integrated Courses
- Geographic Information Systems (GIS)
- The Center for Sustainable Living (Treehouse)

Courses

111 Environment, Culture & Values
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.
Attributes: ENST Humanities/Arts (ESHA), Humanities, LAWP Ethics Elective, Sustainability Investigations

121 Environmental Science for Non-Majors
This introductory environmental science course will explore the integrated, interdisciplinary study of natural environmental systems and human interactions with them. Students will use scientific principles to explore the consequences of human activity. Students will be exposed to basic techniques for investigating environmental topics in lectures, laboratory exercises, and fieldwork. This is an introductory course for non-majors. Students intending to major in Environmental Studies or Environmental Science should enroll in ENST 161.
Three hours classroom and three hours laboratory a week. This course does not count towards the B.A. in Environmental Studies or B.S. in Environmental Science.
Attributes: ARCH-Arch, Anth & Environment, Lab Sciences, Sustainability Investigations

161 Environmental Connections
This introductory environmental studies course draws from the influences of the humanities and natural sciences on the social sciences in relation to the environment. The course will examine the ideas, concepts, and debates central to the field. Students will examine the relationship between humans and the environment and become familiar with a range of environmental challenges, with an emphasis on how these challenges have emerged over time and space. The course will investigate and evaluate a variety of strategies that are currently being pursued to address these environmental challenges. The course stresses the importance of "seeing connections", thinking carefully and critically about environmental issues, and appreciating that complex questions rarely have a single

solution. This is an introductory course for those majoring in environmental studies and environmental science. Non-majors should enroll in ENST 121 Introduction to Environmental Science.
This course has no laboratory section.
Attributes: ARCH-Arch, Anth & Environment, Sustainability Investigations

162 Integrative Environmental Science
This course is an introduction to interdisciplinary environmental science. Students will learn to draw upon a variety of natural sciences to identify and address environmental challenges. Students will examine environmental issues analytically, learn to evaluate existing data, and begin to develop skills for acquiring new knowledge via the scientific method. They will be exposed to basic techniques for assessing environmental problems in lectures, laboratory exercises, and fieldwork.
Three hours classroom and three hours laboratory a week. Prerequisite: 161
Attributes: Lab Sciences, Quantitative Reasoning, Sustainability Investigations

218 Geographic Information Systems
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.
Three hours per week. This course is cross-listed as ARCH 218, GEOS 218 and GISP 218.
Attributes: ARCH Area A Elective, ARCH Area B Elective, Biology Elective, ENST Foundations (ESFN), Quantitative Reasoning, Sustainability Connections

250 Environmental Data Analysis in Practice
Realms of environmental study as different as climate change, land/water management, environmental health, environmental justice, and many others share something in common: they often depend on collecting, analyzing, and interpreting data. This course will introduce students to data analysis as it is used to answer environmental questions.

Lecture will include activities to understand data organization and statistical concepts, and to critique environmental data as it is presented and interpreted in scholarly and popular sources. During lab, students will learn to write code in the R statistical language to import, wrangle, analyze, and visualize data. These skills will be applied to a real-world project in collaboration with a campus or community partner, culminating in a final product that is shaped by the needs of the partner. No previous coding experience is expected or required.
Three hours lecture and three hours lab a week. Prerequisites: 162 or BIOL 131.
Attributes: ENST Applications (ESAP), Food Studies Elective, Service Learning

280 Environmental and Social Justice
This course reviews social inequalities in relation to environmental issues. We examine the social construction of equity and justice, and apply this learning to understand how societies frame environmental risk. Drawing from domestic and international case studies, we explore how marginalized people and communities disproportionately experience environmental externalities. The social and environmental consequences of uneven development across place exemplify justice and capitalism contradictions. Examples of community agency to re-appropriate or reframe their environment will allow us to understand collective action to counter social and environmental injustices.
This course is cross-listed with SOCI 230.
Attributes: AMST Struct & Instit Elective, ARCH-Arch, Anth & Environment, ENST Society (ESSO), Food Studies Elective, Social Sciences, Sustainability Investigations

302 Topics in Humanities/Arts & Environment
An interdisciplinary course in Humanities/Arts & Environment. The topic is determined by faculty availability and student interest.
Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.
Attributes: ENST Humanities/Arts (ESHA)

303 Topics in Society & Environment
An interdisciplinary course in Society & Environment. The topic is determined by faculty availability and student interest. Three hours classroom a week.Br> *Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: dependent upon topic.*
Attributes: ENST Society (ESSO)

304 Topics in Foundations of Environmental Science
An interdisciplinary course in Foundations of Environmental Science. The topic is determined by faculty availability and student interest.

Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.
Attributes: ENST Foundations (ESFN)

305 Topics in Applications of Environmental Science
An interdisciplinary course in Applications of Environmental Science. The topic is determined by faculty availability and student interest.
Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.
Attributes: ENST Applications (ESAP)

306 Topics in Environmental Studies Specializations
An interdisciplinary course in Environmental Studies Specializations. The topic is determined by faculty availability and student interest.
Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.
Attributes: ENST Env Stud Spec (ESSP)

307 Topics in Disciplinary Specializations
An interdisciplinary course in Disciplinary Specializations. The topic is determined by faculty availability and student interest. Three hours classroom a week.
Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.

318 Advanced Applications in GIS
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.
Prerequisite: 218 or GEOS 218 or ARCH 218 or GISP 218 or equivalent GIS experience. Three hours classroom per week. This course is cross-listed as GEOS 318, ARCH 318 and GISP 318. Offered every two years.
Attributes: Biology Elective, ENST Applications (ESAP), Quantitative Econ Elective, Sustainability Connections

325 Environmental Data Analysis in Practice
Realms of environmental study as different as climate change, land/water management,

environmental health, environmental justice, and many others share something in common: they often involve collecting, analyzing, and interpreting numerical data. This course will introduce students to data analysis as it is used to answer environmental questions. Lecture will include activities to understand data organization and statistical concepts, and to critique environmental data as it is presented and interpreted in scholarly and popular sources. During lab, students will learn to write code in the R statistical language to import, wrangle, visualize, and analyze data. These skills will be applied to a real-world project in collaboration with a campus or community partner, culminating in a final product that is shaped by the needs of the partner. No previous coding experience is expected or required. *Three hours classroom and three hours laboratory a week.*
Prerequisite: 162, BIOL 131 or ARCH/ENST/GEOS/GISP 218.
Attributes: Service Learning, Sustainability Connections

330 Environmental Policy
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, and field trips will be used.
Prerequisite: 161 and 162, or permission of instructor.
Attributes: AMST Struct & Instit Elective, ENST Society (ESSO), Social Sciences, Sustainability Investigations, Writing in the Discipline

335 Analysis and Management of the Aquatic Environment
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. Prerequisite: 162.
Attributes: Biology Elective, ENST Applications (ESAP), Sustainability Connections

338 A Just Energy Transition

With advancing climate change, many nations are undertaking energy transitions, which involve a comprehensive effort to shift to low or no-carbon energy systems. This major undertaking, perhaps the largest global transition since the industrial revolution, focuses predominantly on the economics of the energy debate, with corporations, countries, and institutions rarely mentioning the need for the transition to be 'just'. Students in this course will explore what the energy transition and nascent efforts to prioritize justice. The 'just transition' term encapsulates efforts to undergo these energy transitions using justice as a guiding principle, acknowledging that environmental and social inequalities will endure as nations pursue lower-carbon alternatives unless power and resource inequalities are acknowledged and addressed. As energy access is intimately connected to human development indicators, a just energy transition prioritizes equity concerns, including disproportionate pollution exposure, health access, and educational attainment. A key step to implementing a development-centered approach to an energy transition that is socially and environmentally responsible is to consider recognitional, procedural, and distributional justice concerns in all decisions regarding renewable energy. In this Writing in the Discipline course, students will select and research an energy transition case study. Through research, peer review, and multiple rounds of editing, students will explore the elements of justice in relation to their energy transition case study.

ENST 161 or permission of instructor.

Attributes: ENST Society (ESSO), Social Sciences, Sustainability Connections, Writing in the Discipline

345 Agroecology

How can agricultural systems be designed to nourish a growing human population while sustaining the natural resources upon which agriculture ultimately depends? In this course, students will learn to use ecological principles as a lens to understand and improve the food system. Topics may include crop genetic resources, soil and pest management, the role of animals in agriculture, and agriculture as a producer and user of energy. Class meetings will incorporate significant student participation including presentation and discussion of primary scientific literature and other readings. Laboratory meetings will orient students to agroecosystems in the region and provide opportunities for hands-on learning and scientific investigation.

Three hours of laboratory per week.

Prerequisites: ENST 162 or BIOL 131.

Attributes: Biology Elective, ENST Applications (ESAP), Food Studies Elective, Sustainability Investigations

350 Environmental Health

This course will focus on the intricate bidirectional relationship between human activity and the natural environment, emphasizing its implications for human health. Class meetings will encompass a broad spectrum of foundational (epidemiology, toxicology, and exposure assessment methods) and integrative topics, including the quality and safety of the air we breathe, the water we drink, the food we eat and our living and working environments, along with the evolving influence of weather and climate, and the dynamic fluctuations within various levels of our ecosystems. The integration of systems thinking into environmental health sciences is central to coursework, enabling students to analyze complex interactions within ecosystems and assess their impact on human health. Laboratory meetings will allow students to explore various methodologies for evaluating environmental health quality and leveraging available data resources to inform public health interventions. A keen focus will be the understanding of how environmental exposure – health outcome relationships are hypothesized, established, and clearly communicated through data, and ultimately, text, graphics, and speech. Students will be expected to become prefatorily familiar with environmental data analysis tools like MS Excel and R statistical language, although previous data analysis experience is not expected or required. This experience will culminate in a field research project that explores indoor and outdoor environmental quality, and air pollution.
Prerequisite: 161 and 162 or CHEM 131 or permission of instructor.
Attributes: ENST Applications (ESAP), Health Studies Elective, Sustainability Investigations

355 Green Infrastructure

The majority of the global population lives in urban areas; therefore, studying ways to create more sustainable and resilient communities is a crucial part of environmental science. In Green Infrastructure, students will learn about and investigate concepts and challenges of urban design through an environmental lens by drawing on concepts from the natural sciences and urban planning/design. This interdisciplinary course examines different types of green infrastructure systems and how the components of each system work together to provide intended benefits. Topics may include rainwater harvesting, permeable pavements, bioswales/bioretention, green streets and parking, and green roofs. There will be an added focus on components of the water cycle within these systems including precipitation, infiltration, runoff, and evapotranspiration.
Prerequisites: 162 or BIOL 131.
Attributes: ENST Applications (ESAP), Sustainability Connections

370 Environment and Society

Society defines how collections of humans are organized around shared bonds including

cultures, contexts, or identities. Margaret Mead famously warned, "we won't have a society if we destroy the environment." Drawing from social science methods, this class highlights how societies are intimately dependent on natural resources, and how human actions alter the environment. Students will examine how collections of humans experience, use, and change the environment. The class will discuss the social construction and production of the environment, understand structures of power, and learn about social change at the local and national scales.
Prerequisite: 161.
Attributes: ENST Society (ESSO), Food Studies Elective, INST Sustain & Global Environ, Social Sciences, Sustainability Investigations

371 Global Environmental Politics
Global environmental politics seeks to understand how the global environment is being changed by humanity and how states, organizations, individuals, communities, societies, movements and corporations are responding to planetary environmental issues. In this course, we discuss the causes of global environmental problems and how solutions have been conceptualized and put into practice over the last several decades. We examine trends in global environmental governance, and focus on the role of the sovereign state and global organizations in designing, implementing and enforcing effective international environmental agreements and regimes. We study the growing role in global environmental politics of 'global civil society' and multinational corporations. Finally, we consider the major tensions and controversies that characterize global environmental politics such as the impact of economics and trade, sustainable development, and the role of knowledge, power and science. This course engages with a broad range of materials from the global environmental politics literature and endeavors to represent different methodological and conceptual approaches. The course is not organized around environmental 'issue areas' but rather focuses on the underlying dynamics of power, authority, interests, legitimacy and ideas that ultimately shape environmental debates. We focus on how theory informs policy making and learn to recognize the constraints and opportunities available for addressing environmental challenges in a changing world. The course will incorporate lectures and seminar discussions as well as possible field trip and guest speakers. *Prerequisite: ENST 161 or INST/POSC 170.*
Attributes: ENST Society (ESSO), Social Sciences, Sustainability Investigations

372 Environment, Conflict and Peace
The goal of this class is to examine the complex relationships between the environment, conflict and peace. We will discuss the emergence of the environment as a topic of conflict and peace studies, and ask if the environment should be a security concern. We will scrutinize the extent to which environmental degradation, resource scarcity, natural

resource wealth, and even climate change, increases the likelihood of violent conflict, and discuss the environmental consequences of war itself. We will explore whether environmental cooperation reduces the risk of violent conflicts, and whether responses to environmental problems can serve as catalyst for peace. We will strive to understand how international institutions—governmental, intergovernmental and non-governmental—act to address security and peacebuilding challenges linked to the environment. The course approaches the topic from different levels of analysis (local, national, transnational and supranational), diverse theoretical frameworks and analytical methods and range of environmental issue areas. Finally, we will use a broad range of materials, employ lectures and seminar-like discussions and incorporate field trips and guest speakers.
Prerequisite: 161 or INST/POSC 170.
Attributes: ENST Env Stud Spec (ESSP), INST Global Security, INST Sustain & Global Environ, Security Studies Course

374 Politics of Climate Change
Climate change is arguably the most significant challenge of the 21st century. Scientists predict it will drastically reshape weather patterns, increase the intensity of storm events, raise sea levels and change agricultural output -- among many, many other things. Indeed, reducing greenhouse gas emissions and adapting to a changing climate are absolutely essential to reduce these impacts. However, climate change is not simply a matter of science. It will be the defining political issue of our times because climate change will require transforming how we live, what we care about, how resources are allocated and how power is manifest (and by whom). This class will analyze the political dimensions of climate change (mitigation and adaptation) at the domestic and international levels.
Prerequisites: ENST 161 and 162.
Attributes: ENST Society (ESSO), INST Sustain & Global Environ, Sustainability Investigations

390 Environmental Research Methods and Civic Engagement
This participatory class provides the opportunity for students to apply research methods to a real-world environmental need. Students will learn core environmental research methods skills, complete Institutional Research Board ethics in research training, and will apply select research methods to complete a project for a community partner. While the research methods structure for the class will remain constant, the theme for the civic engagement component will adjust each time the course is taught, dependent on community need. The final project format will also vary dependent on community partner needs. The class will present findings to the community partner. Students will gain tangible environmental research method skills in the course while creating a product requested by a community partner.

ENST 161.
Attributes: ENST Env Stud Spec (ESSP), Social Sciences, Sustainability Investigations

406 Seminar in Advanced Topics in Environmental Studies
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. This course is not equivalent to an independent study or independent research course.
Prerequisite: Senior standing or permission of the instructor. Normally offered in Spring semester.

Ethics

See Philosophy

Film and Media Studies

Minor

6 courses
One introductory course: 101 Introduction to Film OR 103 Introduction to Media Studies.

Five elective courses: two with different cultural perspectives, and one advanced 300-level course. Courses which count as electives are indicated each semester on the Registrar's web site.

Students matriculating prior to Fall 2018 should contact the program Chair regarding completion of the minor.

Opportunities for off-campus study

A number of Dickinson College study abroad programs offer courses in film and media studies. Students who are thinking about taking courses for credit in these areas while abroad should contact the Film and Media Studies Chair for advice and guidance.

Courses

101 Introduction to Film Studies
An introductory study of the preeminent art form of the 20th Century. The course will focus upon the fundamentals of film study as an academic discipline, including formal analysis of film narrative and cinematic technique (the art of film), contextual approaches to film, study of various film genres, and rudimentary experience with film production. Students will be exposed to aesthetically and historically important films from a number of cultural traditions.
Attributes: AMST Representation Elective, Arts

102 Fundamentals of Digital Film Production
This course provides instruction in the basic aesthetic and technical aspects of digital film production, including writing, producing, directing, shooting, lighting, recording and mixing sound, and editing. Students will learn to harness digital tools while focusing on their roles as storytellers. Each participant will write and direct a video, rotating through various crew positions as they carry out exercises designed to deepen their knowledge of the different elements of moviemaking. Ultimately, students will collaborate in teams on short movies, which will be screened at the final class. *Offered spring semesters.*
Attributes: Arts

103 Introduction to Media Studies
This course introduces students to the study of mediated communication or "media," with particular emphasis placed on mass media forms, such as print journalism, radio, television, and film, as well as digital platforms such as Twitter, Facebook, and Snapchat. Students will examine these or other media forms from political, industrial, and aesthetic perspectives. They will also explore how these forms have both contributed to and themselves been impacted by broader processes of social and technological change. By examining media in this manner—and by engaging with current debates regarding media's role in contemporary society—students will develop their understanding of how media functions and become, by the course's end, more literate consumers, producers, and critics of media today.
Attributes: Arts, Humanities

210 Topics in Film Studies
Survey or themed courses dealing with film. Sample topics might include: music in film, the ancient world on film, Hollywood, and courses focused on the cinema of various regions of the world, including the Americas, Europe, the Middle East, Africa, and Asia.
Prerequisite dependent upon topic.

211 Screenwriting
This course will familiarize students with the fundamentals of good screenwriting:

structure, theme, conflict, character, and dialogue. Students take part in weekly writing exercises as preparation for their final class project--creating a detailed outline of an original screenplay, and completing the first act. Topics include plot and subplot, character development, and commercial considerations such as format and genre. Students are required to read essential books on scriptwriting and to analyze several films and the screenplays on which they are based.
Prerequisite: CRWR 218 or any film course.
This course is cross-listed as CRWR 219.
Attributes: Arts, Creative Writing Course

220 Topics in Media Studies
Topics may include new media, theories of media, audio, visual, and digital media studies and production, mass communication, journalism, and media and popular culture.
Prerequisite: dependent upon topic.

310 Topics in Advanced Film Studies
In-depth analysis and discussion of selected areas in Film Studies not normally covered in other interdisciplinary offerings. Topics may include, for example, auteur studies, genre studies, film theory, and film and popular culture.
Prerequisite dependent upon topic.

320 Topics in Advanced Media Studies
In depth analysis and discussion at the advanced level of selected areas in Media Studies. Topics may include new media, theories of media, audio, visual, and digital media studies and production, mass communication, journalism, and media and popular culture.
Prerequisite: dependent upon topic.

Finance

Learning Outcomes

Upon graduation from Dickinson, Finance majors will be able to:

- describe the core concepts and chains of reasoning underlying a variety of economic and financial models;
- apply key economic and financial concepts, including the time value of money, risk assessment, asset valuation, and portfolio management to connect insights from multiple disciplines in the liberal arts;

- effectively communicate financial analyses, both written and oral, to diverse audiences;
- collaborate effectively in teams, demonstrate professional responsibility, and exercise ethical judgement in financial analyses and insights.

Major

12 courses and a required experiential component

Quantitative Methods (2)

- MATH 170 Single-Variable Calculus
- Statistics (MATH 121 or COMP/DATA/MATH 180 or MATH 225)

Economics (4)

- ECON 111 Introduction to Microeconomics
- ECON 112 Introduction to Macroeconomics
- ECON 247 Money and Banking
- ECON 298 Econometrics

Accounting and Finance (4)

- INBM 110 Fundamentals of Accounting
- INBM 250 Finance
- INBM 311 Managerial Accounting
- INBM 350 Investments

At least ONE upper-level finance elective (1)

- any other upper-level finance course with INBM 250 as a prerequisite
  [Note: Currently this would include INBM 351: Corporate and Entrepreneurial Finance and Empirical Finance, previously taught as an ECON 314 topic.]

At least ONE interdisciplinary elective (1)

- one course, not in ECON or INBM, investigating alternative views on finance in the humanities or social sciences, as approved by the Finance program coordinator

Experiential Learning Component

- a registered experiential learning component: Academic Internship & Research Program (INTR 7xx, REXP 7xx) or other pre-approved course designation, using finance skills broadly defined, any time after completion of INBM 250.

Suggested curricular flow through the major

This pathway assumes a mathematics entry point of MATH 170, based on the mathematics placement exam. A smaller number of students may place into MATH 151 or MATH 171.

First year:

- ECON 111: Introduction to Microeconomics
- ECON 112: Introduction to Macroeconomics
- MATH 170: Single-Variable Calculus
- INBM 110: Fundamentals of Accounting

Sophomore:

- Interdisciplinary elective
- ECON 247: Money & Banking
- Statistics (MATH 121 or DATA 180 or MATH 225)
- INBM 250: Finance

Junior:

- INBM 311: Managerial Accounting
- ECON 298: Econometrics

Senior:

- INBM 350: Investments
- upper-level finance elective

Co-curricular activities/programs

A required experiential learning component, access to Bloomberg Terminals, support from the Burgess Institute for the Global Economy and close faculty mentorship ensure that you will apply what you learn beyond the classroom.

First-Year Seminars

The First-Year Seminar (FYS) introduces students to Dickinson as a "community of inquiry" by developing habits of mind essential to liberal learning. Through the study of a compelling issue or broad topic chosen by their faculty member, students will:

-Critically analyze information and ideas
-Examine issues from multiple perspectives
-Discuss, debate and defend ideas, including one's own views, with clarity and reason
-Develop discernment, facility and ethical responsibility in using information, and
-Create clear academic writing

The small group seminar format of this course promotes discussion and interaction among students and between students and their professor. In addition, the professor serves as students' initial academic advisor. This course does not duplicate in content any other course in the curriculum and may not be used to fulfill any other graduation requirement.

All Dickinson first-year students arrive on campus for orientation knowing which seminar they will join.

The following First-Year Seminars are offered in Fall of 2026:

Trash Talk: Exploring our Worlds of Waste

Trash Talk: Exploring our Worlds of Waste

Invisible Carlisle: Reclaiming the Waste We Create

Designing Your Life in College and Beyond: Leadership, Purpose, and Growth

Memoirs of Difference: Living and Triumphing in Marginalized Bodies

Facing the Chronic Health Challenges of the Early 21st Century

Resistance: People Power and Politics Across Space and Time

How Finance Made Civilizations Possible—and Continues to Shape Our Future

I Am Not Who/What You Think I Am: Being, Belonging, Becoming

The tin foil hat society

Yossarian Lives! Catch-22 from Homer to Here and Now

Music, Mediated: How Technology Impacts How We Listen and Hear

Navigating the Flow of Time

Modernity and Its Legacy: Past Ideas and Their Contemporary Importance

Awe, Wonder, and Transcendence

Modernity and its Critics

Puzzles, Patterns, and Stories in the Films of David Lynch

Philosophers and Prophets: Science Fiction Across Media

Modernity and its Critics

The Rocks We Rely On

Understanding the Human Place in Nature

What is it like to be a _____ ?

Fast Cars, Big Questions: Motorsports and American Culture

Persephone and Hades through the Ages

Just Kidding: Humor and the Good Life

It's Time to Light the Fires and Kick the Tires: The Relevance of Dirt Track Racing in Central Pennsylvania

Heated Rivalry

Bodies By Design: Power, Technology, and the Politics of Enhancement

History of medicine and public health

More Human than Human: The Arts & Sciences Confront Evolution

How to Be Disagreeable

Incendiary Objects: A Century of Controversy in Modern Art

Playing to Learn: Harnessing Technology in K-12 to Facilitate Deeper Mathematical Understanding

Food Studies

Learning Outcomes

Upon graduation from Dickinson, students who earn a food studies certificate will be able to:

- describe change and continuity in food systems and food culture (such as: obtainment, production, composition, distribution, preparation, consumption and representation of food);
- analyze food systems and food culture from multiple disciplines and diverse perspectives across time and place;
- articulate the challenges the world is facing and will encounter in the future with respect to food;
- compare and contrast practical experiences and intellectual inquiry related to food systems and food culture.

Certification

FDST 201 and 401
Four electives from at least three departments. Up to two can be in the student's major(s)
(selected from a pre-approved list of electives or approved by the program coordinator; courses taken abroad or with partner-programs are eligible for consideration)
Experiential Component
(options include, but are not limited to: transcription notation internships; independent study or research with applied, field-based component, field-based or laboratory/research experience, participant-observation, field schools, or a hands-on work experience)

Courses

Below is a list of pre-approved electives for the food studies certificate that are offered regularly. Many other topics courses or courses abroad may be counted as electives with approval of the certificate coordinator. First-year seminars will not count as food studies electives.

AFST 225: African American Foodways
AMST 200/WGSS 206: Fat Studies
ANTH 229: Principles of Human Variation and Adaptation
ANTH 310: Nutritional Anthropology
ARCH/ANTH 110: Archaeology and World Prehistory
ARCH/ANTH 260: Environmental Archaeology
BIOL 325: Plant Physiology w/lab
BIOL 343: Metabolism
BIOL 401: Chemical Energy
CHEM 112: From Suds to Supper: The Science of Your Home

ENGL 101: Literature and Food
ENST 280/SOCI 230: Environmental and Social Justice
ENST 345: Agroecology
ENST 370: Environment and Society
FMST 210: A Star at the Table: Stories of Wine and Food in Italian Film and Media
GEOS 205: Introduction to Soil Science (with lab)
HIST 151: History of the Environment
HIST 211: Food and Environment in America
ITAL 201: Intermediate Italian
ITAL 321: The Cultures of Food in Italy in the Middle Ages and Renaissance
ITAL 323: Eat, Love, Die: Food in Italian and Italian-American Film
JDST/RELG 223: Eating the Text: Tasting Jewish/Israeli Food Through Literature, Film and...the Mouth
JDST 316: Jews and Food
RELG 250: Mother Earth: Religion and Sustainability
SOCI 224: Families and Gender in Cross-Cultural Perspective
SOCI 230: Environmental and Social Justice
SOCI 230: Sustainability, Social Justice and Human Rights
LALC 239/SPAN 207: Spanish for the Health Professions (taught in Spanish)
WGSS 206: Fat Studies

201 Introduction to Food Studies
This course introduces students to Food Studies, an interdisciplinary field that examines food through biological, cultural, ecological, economic, and other perspectives. We will treat questions of hunger, food production/procurement, inequality, ecology, food labor, health, including psychology, and the diversity of ethical, cultural, and spiritual meanings regarding food. The course will include opportunities for students to engage in active observation, experimentation, and hands-on learning through community partnerships and the College Farm. Students will encounter reading/viewing assignments from a wide range of disciplines. This course will also be open to students who do not intend to complete the Food Studies certificate but would simply like an interdisciplinary understanding of the workings of food.
Attributes: AMST Struct & Instit Elective, Sustainability Investigations

250 Special Topics in Food Studies
Selected topics in FDST will vary with each offering, reflecting the interests of faculty and students as well as evolving concerns of the field.
Prerequisite: Dependent upon topic.
Attributes: Food Studies Elective

401 Capstone Seminar

This capstone seminar builds on the introductory Food Studies course (FDST 201). It requires students to reflect, synthesize, and apply knowledge gained through their academic coursework and experiential learning experiences. A substantive, reflective piece which could take many forms will be required. Students will work collaboratively to organize a symposium, performance, event, or other public presentation of their work. In order to register for FDST 401, students must have completed FDST 201 and at least 3 of the four electives, along with the experiential learning component. The latter may be taken simultaneously with FDST 401.
Prerequisite: FDST 201, at least three of the four electives, and the experiential component which can be taken simultaneously with FDST 401.

French and Francophone Studies

Learning Outcomes

Upon graduation from Dickinson, French & Francophone Studies majors will be able to:

- communicate effectively in French using all four linguistic skills (reading, writing, speaking, listening);
- read, discuss, and analyze a range of texts in French from different disciplines and media;
- explain the complex history of the French empire and the development of the Francophone world;
- recognize and respond to cultural distinctions appropriately and respectfully in diverse francophone communities

Major

A minimum of 10 courses beyond 102, including:

- FREN 231
- One elective in Francophone studies
- At least one 300-level course taken during their senior year
- FREN 401: Research Seminar in French & Francophone Studies

Minor

Five courses beyond 102, including FREN 231.

Suggested curricular flow through the major

First year:

FREN 101 in the fall and FREN 102 in the spring

or FREN 102, then FREN 201

or FREN 201, then FREN 202

or FREN 231 OR 232, followed by the other one (FREN 231 or 232)

NOTE: Entrance level dependent on the results of a placement examination.

Sophomore:

FREN 201, then FREN 202

or FREN 231 OR 232, followed by the other one (FREN 231 or 232), or a course at the 300 level

NOTES:

Students planning an international internship must contact their advisor in the spring of their sophomore year.

You may be able to combine cross-listed electives taught in the FFS program with other interests in fields such as Environmental Studies, English, Food Studies, INBM, IS, MEST, or WGSS

Junior:

Study abroad in Toulouse, France, and/or Rabat, Morocco in the fall, spring, or all year, and/or Yaoundé, Cameroon (spring only)

FREN 231 (if not yet completed) or FREN 232, followed by 300-level courses

NOTE: Students planning to pursue **honors** should contact their advisors in the Spring semester of their junior year.

Senior:

FREN 401 (Spring) and any combination of 300-level courses

NOTES: To get credit toward the FFS Major/Minor for cross-listed courses taught as FLIC courses (bilingual courses in French and English) students must enroll in FREN section of the class (e.g., not in the English; Environmental Studies; Food Studies; Middle East Studies; Women, Gender, and Sexuality Studies sections)

Suggested curricular flow through the minor

First year:

FREN 101 in the fall and FREN 102 in the spring

or FREN 102, then FREN 201

or FREN 201, then FREN 202

or FREN 231 OR 232, followed by the other one (FREN 231 or 232)

NOTE: Entrance level dependent on the results of a placement examination.

Sophomore:

FREN 201, then FREN 202

or FREN 231 OR 232, followed by the other one (FREN 231 or 232), or a course at the 300 level

NOTES: You may be able to combine cross-listed electives taught in the FFS program with other interests in fields such as Environmental Studies, English, Food Studies, INBM, IS, MEST, or WGSS

Junior:

Study abroad in Toulouse, France, and/or Rabat, Morocco in the fall, spring, or all year, and/or Yaoundé, Cameroon (spring only)

FREN 231 (if not yet completed) or FREN 232, followed by 300-level courses

Senior:

Any combination of 300-level courses

NOTE: To get credit toward the FFS Major/Minor for cross-listed courses taught as FLIC courses (bilingual courses in French and English) students must enroll in FREN section of the class (e.g., not in the English; Environmental Studies; Food Studies; Middle East Studies; Women, Gender, and Sexuality Studies sections)

For detailed course descriptions and requirements for the major, please refer to the Academic Bulletin: French.

Independent study and independent research

Students interested in Independent Study or Independent Research in French or Francophone Studies should consult with the faculty member with whom they hope to

work. Independent Study may not duplicate a class already being offered in a particular semester.

Independent Research is usually reserved for the senior year and for students who have a GPA of 3.50 or higher in the French major. Research may be carried out over one or two semesters for one or more credits. An independent research project comprises a substantial paper written in French, and is characterized by an independent and in-depth study of an advanced topic including a literature search, reading of original sources and a novel formulation of results. There is an oral defense at its completion. The project is supervised by two members in the department. When independent research is interdisciplinary in nature, a third faculty member from outside the department is invited to participate.

Honors

Students who wish to be considered for honors in French and Francophone Studies must have an overall GPA of at least 3.50 and they will register for an Independent Research (550) both in the fall and the spring of their senior year in lieu of the regular 300-level senior sequence. The students must identify a faculty member who is willing to serve as their Thesis Advisor, must submit a proposal, and must write a thesis, which will be evaluated by the faculty to receive honors.

An Honors Thesis meets the equivalent of two academic credits--one in the fall, and one in the spring respectively--and honors are conferred as a special designation on the students' academic transcript and diploma. In the event that students do not wish to continue with their thesis work into the spring semester, or if the independent research completed in the fall does not meet the standards of an honors thesis, the students will still receive academic credit for their Independent Research (550) in the fall, and they can enroll in either a topics or a senior seminar in the spring of their senior year to meet the senior year requirement.

The proposal must be written in French and must be submitted no later than two (2) weeks before the beginning of the fall semester (5 pages). The proposal should provide a detailed description of the research project, as well as explain the questions to be addressed, the current state of scholarship on this issue, the project's contribution to current scholarship, and a tentative answer to the research question (i.e. a "thesis statement"). A proposed outline of the thesis chapters (1 page) should also be included. There should also be a fairly extensive bibliography (1-2 pages) that lists primary and secondary sources under separate headings.

HONORS THESIS TIMELINE

- May of Junior Year:
    - Student approaches faculty member as a potential thesis advisor to declare their intention to write an honors thesis.
- Summer before graduation:
    - Student submits a short proposal and reading bibliography (see above).
    - Student registers for an independent research for the fall semester with their appointed thesis advisor.
- Fall semester of graduation:
    - The student writes a 20-page research paper supervised by their thesis advisor that elaborates on the proposal.
    - Before the last day of classes, the thesis advisor connects with the department and shares the student's research.
    - By the end of the exam period, the FFS Chair and the committee will inform the prospective honors student whether the independent research completed in the fall meets the requirements for a thesis so far.
    - If approved, the thesis advisor assigns a second reader. A third external reader might be contacted depending on the nature of the proposal. The student receives a grade for their independent research and registers for another independent research for the spring semester.
    - If not approved, or if the student changes their mind about completing a thesis, the student receives credit toward the 300-level senior seminar to meet the 300-level major sequence requirement during their senior year.
- Spring semester of graduation:
    - The student continues writing (20 pages)
    - The advisor communicates the title of the senior thesis to the Registrar via the FFS Chair by the end of February.
    - Mid semester check-in with the thesis committee.
- Two weeks before the date of the oral defense:

    - The advisor will ensure that the candidate shares their best version of their thesis with the committee members. The document will be about 50 pages, excluding the bibliography.
    - The advisor will share the defense information with the rest of the dept and FFS majors /minors with the permission of the candidate.
- Before the oral defense:
    - Faculty will meet and discuss whether the thesis meets the criteria of an honors thesis
    - They will vote on conferring provisional honors.
- During the oral defense:
    - Faculty will ask questions probing, for example, the source base, evidence, methodology, and conclusions.
    - Faculty will also offer advice for editing and revising the thesis in preparation for its submission (if approved for final honors) to the Dickinson College Archives.
    - Honors will be conferred upon a student's successful completion of the oral defense.
- After the oral defense:
    - The advisor will inform the Registrar's office (usually Marcia) whether the candidate has received honors or not (we will probably receive a deadline reminder from the Registrar soon - it's typically by May 14).
- Before graduation:
    - The candidate will make final directed revisions essential for formal submission of the approved honors project according to the guidelines set by the Archives.
    - Since 2016, the candidate may choose to publish their thesis in Dickinson Scholar with the approval of their advisor.
- Following graduation (or as early as possible):
    - The ADC will generate an internal req. order with the FFS Chair to authorize payment toward the printing and binding of 3 copies of the thesis (student-archives-dept).

Internships

Thanks to its study abroad programming in three geographical regions, the Department of French and Francophone Studies is well positioned to support students who seek international internships to advance their professional profile and experience. Developing career-ready skills in the global market place starts as soon as the first year of college. While students prepare the grounds for an international experience by taking a French class, they should also familiarize themselves with the Center for Career Development in order to develop a résumé to be shared with their advisor. During their Sophomore Year, students should begin making plans for an internship abroad by consulting with the Center for Global Study and Engagement about their opportunities and potential funding, and by meeting with their advisor and the department's study abroad coordinator. During Junior Year, internships may be available for students studying in Rabat, Toulouse, or Yaoundé. Think of international internships as providing lifelong opportunities for professional development. Thanks to their international experience and their capacity to understand people and cultures other than their own, our majors are ready to intern and work in leading professional contexts ranging from education to government, NGOs, law, international business, banking, and the press. For example, FFS Alumna Shiobhan O'Grady '13 studied in Yaoundé and in Rabat, found her calling when she interned in a bilingual news agency in Rabat, and is now the Cairo Bureau Chief for the Washington Post.

Opportunities for off-campus study

Junior Year: All students intending to major in French are strongly urged to plan their program of studies to allow for study abroad during the junior year at Dickinson's Study Center in Toulouse, France and/or in Yaoundé, Cameroon. The coordinators for Dickinson programs in these countries should be consulted with any questions.

Summer Immersion Program: The French Department occasionally offers a five-week student immersion program in Toulouse, depending upon student interest. This program, which has a prerequisite of 201 (Intermediate French), is of particular interest to French minors. The Department chairperson should be contacted for additional information.

Co-curricular activities/programs

The Department of French and Francophone Studies hosts regular co-curricular events throughout the academic year, including invited speakers, La Chandeleur, Fête de la Francophonie, and film series, and the FFS Book Club. Students can also join the **French Club** which organizes movie nights, game nights, meals, and other special events, often in collaboration with the Department of French and Francophone studies. Finally, students

can practice their French by living in the **Romance Language House** alongside French-speaking exchange students and other speakers of romance languages.

Courses

The following courses are offered in Toulouse; the prerequisite is FREN 202 for all courses, except FREN 220:

220 Language and Civilization Immersion
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 and one-half week immersion is expected of all students. Designed as content-based and writing intensive, the course 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. Students will develop a study-abroad portfolio.
Prerequisite: 201 or its equivalent. Offered only in summer at the Dickinson Study Center in Toulouse. This course meets the equivalent of FREN 230 (on-campus gateway to the major) and can count towards the major or minor in French.
Attributes: Writing in the Discipline

260 Writing Workshop
Offers a reinforcement of French written skills through practice in lexical expansion, idiomatic expression, and syntactical patterns. Students are given the tools necessary (vocabulary, syntax, grammar) to free and enrich their writing styles, primarily through creative writing. Exposition to various literary forms taken from French art and culture (literature, painting, music, theater, cinema) is an additional component.
One credit. Mandatory course offered each semester at the Dickinson Study Center in Toulouse.

300 Engaging Toulouse
This compulsory course provides a structured framework for students to interact, analyze and increase understanding about their host city, Toulouse— its history, institutions and communities, as well as its relation to the rest of France, including the nation's capital. Place-based, high-impact learning experiences include urban walking tours, contemporary art exhibits, a two-day journey around the larger Occitane region and a four-day Paris excursion. Coursework is based on guided written and oral exercises in cultural reflection

that employ immersive language learning strategies. Students engage locally by performing service-learning work in a project that uses the United Nations Sustainable Development Goals (UNSDGs) as an outline for equitable reciprocal exchange. This enables them to learn with and from the community while connecting concrete local experiences to broader global issues.
One course credit. Offered every semester at the Dickinson Study Center in Toulouse.
Attributes: Service Learning, Sustainability Connections

French Courses

101 Elementary French
Complete first-year course. Intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Cultural readings in the context of language acquisition.

102 Elementary French
Complete first-year course. Intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Cultural readings in the context of language acquisition.
Prerequisite: 101 or the equivalent.

201 Intermediate French
Intensive second-year study of French, with attention to grammar review, conversation, reading in a cultural context and some writing.
Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

202 Living in the Francophone World
This course explores the contemporary Francophone world using regional case studies. Students will learn about life in diverse francophone locations through the study of language, culture, geography, history, art and politics. The regions under study reflect faculty strengths and experience as well as Dickinson's global partners (Toulouse, Rabat, Yaoundé). Students will continue to develop all five communicative competencies (speaking, reading, writing, listening, and intercultural). Assignments and activities harness current technology including social media and audiovisual tools to learn about the lived experiences of francophones across the globe. Experiential learning components will introduce students to local and global francophone communities and study away opportunities. This is the gateway course to the major and minor in French and Francophone Studies. Students who complete FREN 202 or equivalent are eligible to

study in Toulouse, France.
Prerequisite: FREN 201 or equivalent.

225 Topics in French & Francophone Studies
Investigation of a topic in the field of French and Francophone studies at the intermediate level. Students will continue to advance their written and oral communication skills while honing their intercultural and analytical skills through the examination of a range of material (texts, films, images, etc.).
Prerequisite: FREN 201 or equivalent.

231 French and Francophone Cultural Histories
This course explores the main historical eras and cultural movements that have shaped France and Francophone cultural identities, tracing the origins of the Francophone world, and decentering the traditional narrative of French imperial history. From the Medieval era to the collapse of the French Empire in early 20th century, the course explores the formation of the French nation while examining the rise and justification of colonial and racial ideas in mainland France that led to the creation of the French Empire and the making of the Francophone world. The course consolidates and builds competencies in listening, speaking, reading, and writing to prepare students for an immersive experience in a French-speaking environment. As a Writing-in-the-Discipline course, this class will focus on genres of writing specific to francophone academic practices. This is a required course for the major and minor in French and Francophone Studies.
Prerequisite: FREN 202, 225 or equivalent.
Attributes: Humanities, Writing in the Discipline

232 Professional French
This course prepares students for professional work in a Francophone context. Students will learn about the job search and application process as well as cultural norms and practices in Francophone workplaces. Emphasis is placed on developing professional communication and intercultural skills specific to professional contexts. As a WID class, this course develops students' written expression with a focus on professional genres such as CVs and cover letters, publicity, memoranda, and business proposals. It further advances students' linguistic and intercultural proficiency by teaching them how to use specialized vocabulary and appropriate registers to conduct business in French and Francophone working environments. Students will learn about different types of organizations from various sectors of the economy, preparing them for work in a range of fields. This course also contains experiential learning components that develop oral communication including interaction with francophone companies and institutions and mock job interviews.

Prerequisite: FREN 202, 225 or equivalent.
Attributes: Health Studies Elective, Writing in the Discipline

301 Food, France, and Cultural Identity
This course examines the past, present and future of French food culture while attending to a multitude of intersections, including gender, race, class, and sustainability. This course investigates France's epicurean traditions and agricultural systems to understand the complex relationships among gastronomic practices, food and farming industries, and French identity. An inquiry of this type must consider numerous questions relating to the sustainability and/or development of traditions, values, systems, and resources. Moreover, students will be asked to reflect on their own culinary customs as well as the agro-business systems of their native countries and the globalized world. Through intercultural analysis, students will learn about how a region's food habits and ideologies relate to and affect the environmental, socio- economic, and health concerns of its inhabitants.
Prerequisite: FREN 231 or 232

302 Issues in Contemporary French Society
This course is designed to give students an understanding of the main tensions and controversies of contemporary French culture. Focusing on political, social, and economic topics such as Americanization, regionalism, immigration, France's place in the European Union, the course facilitates acculturation in France or provides an academic substitute for that experience.
Prerequisite: FREN 231 or FREN 232.
Attributes: Sustainability Connections

303 Topics in Francophone Cultures
This course explores the relationship between literature and Francophone cultures (Vietnam, Canada, the Caribbean, Europe, and Africa). Topics include: "Négritude," the negro-African identity, "cultural métissage," the status of women, the dialogue between tradition and modernity, independence, and post-colonial disillusionment. Historical overview of the international context of Francophonie will be examined through short stories, novels, poems, critical essays, feature and documentary films.
Prerequisite: 231 or 232.
Attributes: AFST - Africa Course, Global Diversity, Humanities, INST Africa Course

304 Francophone African and Caribbean Cultures
This course examines cultures, literatures and films of some French-speaking countries and regions, notably the French Caribbean and Francophone sub-Saharan Africa. Since dominant intellectual and cultural traditions in the US derive primarily from Europe and post-colonial North America, commonly referred to as “Western traditions,” this global

diversity course subsequently aims to encourage students to examine societies and cultures that have been shaped predominantly by other historical traditions to think critically about dominant Western traditions, so to engage the world more effectively. Students will learn to place each work into its cultural and historical context, and develop intelligent and informed understanding of concepts such as Negritude, Colonialism, Imperialism, Nationalism, Postcolonialism, etc. Students will watch films and read a series of original texts by French-speaking authors outside France. Emphasis will be on the initiation to analysis and close reading of texts and films during class discussions and at the end of which students will write an organized reflecting essay.
Prerequisite: FREN 231 or FREN 232.
Attributes: AFST - Africa Course, Global Diversity, Humanities, INST Africa Course

305 Middle Eastern Francophone Cinema
This class provides a general overview of Francophonie in the Maghreb (North Africa) and the Mashreq (Levant). It focuses on the relationship between previously colonized Arab countries like Algeria, Morocco, Lebanon and their former colonizer France. It examines literary and film productions from these countries and aims to show the way by which French and Arabs are represented in these narratives. It also seeks to study the human rights issues raised during the colonial and postcolonial areas, such as women rights, legal and illegal migration, war, resistance to oppression and terrorism, cultural and religious identities.
Prerequisite: FREN 231 or 232
Attributes: AFST - Africa Course, Global Diversity, Humanities, INST Africa Course

306 French Identity
This course examines the representation of French identity from its origins in the Ancien Régime to its present forms. Examples are drawn from history and human geography, politics, economics, aesthetics, religion, and philosophy. Depending on the instructor, these may include, for example, the representation of the State, the tension between Paris and the provinces, the semiotics of social rituals, and other subjects of cultural study.
Prerequisite: 231 or 231.

307 French Ecological Literature/Histoires françaises de l'écologie
This course will explore the history and literature of ecological thought in France, through the assumption that the human relationship to environment and the crises that arise from it are not new phenomena and not simply the result of present-day climate change. Rather, these stories have shaped and have been shaped by French culture through the centuries, from the early-modern period to the current era. Instead of approaching the course material chronologically, the class will group novels, short stories, graphic novels, films,

and documentaries by theme, putting similar mentalities and imaginaries of nature from different historical periods into dialogue. Themes will be based on natural and human-made places: forest, sea, desert, islands, cities, gardens, colonies, post-apocalyptic landscapes/dystopias, utopias. Through readings and creative, thought-provoking assignments, students will reflect on the importance of fiction and literature in understanding and interacting with nature and in imagining futures in the face of real climate change concerns.
Prerequisites: French 231 or French 232.
Attributes: Humanities

363 Topics in French and Francophone Cultures
In-depth analysis and discussion of selected aspects of French and Francophone cultures not normally covered in other advanced offerings. Recent topics have included Cinema and Society, Introduction to Sociolinguistics, The French Press, Post-War France, Global Sororities.
Prerequisites: one course from FREN 301-307 . Priority given to senior majors in French.

364 Topics in French and Francophone Literatures
In-depth analysis and discussion of selected areas of French and Francophone literature not normally covered in other advanced offerings. Recent topics have included Literature of Immigration, Love Letters; Hate Mail, French Theater & Society.
Prerequisite: one course from FREN 301-307. Priority given to senior majors in French.
Attributes: Humanities

401 Research Seminar in French and Francophone Studies
The capstone class for French and Francophone studies majors, this course builds on previous coursework to hone students' research, writing and reading skills. In the first two-thirds of the class, students will study a topic or theme selected by the professor and examine scholarly publications and research methods related to the topic. The last third of the class will be dedicated to researching a well-developed thesis related to the course topic and completing a substantial research project. This research project allows students to explore an aspect of the course that particularly interests them. Students will complete shorter research and writing assignments in the first nine weeks of the class that will act as stages to prepare them for the final paper or project. Students will present their research to faculty and students in the Department of French and Francophone Studies at the end of the semester.
Prerequisite: FREN 363 or FREN 364

Geographic Information Systems

Courses

218 Geographic Information Systems

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.

Three hours per week. This course is cross-listed as ARCH 218, ENST 218 and GEOS 218.

Attributes: ARCH Area A Elective, ARCH Area B Elective, Biology Elective, ENST Foundations (ESFN), Quantitative Reasoning, Sustainability Connections

318 Advanced Applications in GIS

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.

Prerequisite: 218 or ENST 218 or GEOS 218 or ARCH 218 or equivalent GIS experience. Three hours classroom per week. This course is cross-listed as ARCH 318, ENST 318 and GEOS 318. Offered every two years.

Attributes: Biology Elective, ENST Applications (ESAP), Quantitative Econ Elective, Sustainability Connections

Geosciences

Learning Outcomes

Upon graduation from Dickinson, Geosciences majors will be able to:

- apply the scientific method to investigate questions, analyze data, and draw evidence-based conclusions about the Earth system;
- assess and communicate the sources and magnitudes of uncertainties inherent in geoscientific data and interpretations;
- demonstrate the spatial reasoning skills necessary to visualize, analyze, and interpret Earth- related data and processes;
- apply deep time perspectives to address contemporary geological and environmental issues and describe how past geological events and processes can inform predictions about future Earth dynamics and the long-term sustainability of human societies.

Major

12 courses plus an integrative learning experience

GEOS 151 (Foundations of Earth Sciences)

Four of the following core courses:

- GEOS 302 (Structural Geology)
- GEOS 305 (Earth Materials)
- GEOS 309 (Sedimentology and Stratigraphy)
- GEOS 331 (Geochemistry)
- A 300-level geophysics course (GEOS 333: Environmental Geophysics or GEOS 335: Global Geophysics and Tectonics)

Seven electives:

- At least four electives must be GEOS courses, although all seven elective courses may be taken in the department if a student wishes. Any GEOS course above the 100- level can count as an elective. However, a class cannot double count as both a core class and elective. Students may count either GEOS 141 **or** GEOS 142 (but not both) as an elective if taken prior to or concurrently with GEOS 151.
- Up to three electives may come from a course in an allied field. Any electives taken outside the department should provide foundational knowledge in disciplines that will enhance a student's geoscience education. Courses that may count as in

elective include: The following 100-level courses:

- The following 100-level courses: CHEM 131, CHEM 132, CHEM 141, PHYS 131, PHYS 141, MATH 121, MATH 170, MATH 171, BIOL 131, BIOL 132, COMP 130, COMP 132, COMP/DATA 180
- Any Math, Chemistry, Physics, or Biology course above the 100-level
- ENST 250, 335, 345, 350, 355
- ARCH 260
- Students may petition the department to include course(s) not listed here if those course(s) advance skills or knowledge applicable to the geosciences. Students are encouraged to petition **before** taking a class to ensure it will count.

An Integrative Learning Experience:
All majors must participate in a sustained integrative learning experience as part of their undergraduate program. Through this requirement, students apply geoscience-based skills and knowledge to solve problems in novel, complex settings. The following options can fulfill this requirement:

1. **Senior thesis.** A senior thesis consists of an approved independent research project (550) or a student/faculty collaborative research project (560) for geosciences credit (1 credit). Students undertaking a senior thesis will take 0.5 credits of GEOS 550 or 560 in the spring semester of their junior year as they conduct background research, formulate a research hypothesis or question, and their draft a project proposal. During the fall semester of their senior year, students will register for another 0.5 credits of GEOS 550 or 560 and complete their data collection, analysis, and the writing of thesis. If students wish to continue into the spring semester of the senior year, they will be permitted to register for an additional 0.5 or 1.0 credit of research. All thesis students are expected to present their results at a departmental seminar as well as at Dickinson's annual science symposium in the Spring of their senior year.
2. **An approved on-campus or off-campus geosciences research experience during the summer lasting 6-8 weeks.** All students exercising this option must complete the Research Experience Program (REXP) alongside the approved summer research experience. All students must present the results of their research at a departmental seminar and at Dickinson's annual science symposium.
3. **An approved internship experience.** Students completing internships must complete the Internship Notation Program (INP) alongside the approved internship

experience. In general, students choosing this option are encouraged to complete their internships during the summer between their junior and senior years or during their senior year. If the student chooses to pursue an internship during the academic year, they should enroll in the fall or spring INP.

4. **An approved field camp**. Students are encouraged to enroll in field camp during the summer between their junior or senior year. The credit will transfer to Dickinson as GEOS 491.

Students wishing to utilize options 2-4 to complete this requirement must receive the department's approval by the end of the Spring semester, prior the summer in which the experience will occur.

Minor

6 courses including 151.

Independent study and independent research

Many of our students pursue independent or student-faculty research projects during the course of their GEOS major. Although the majority of research projects are completed as capstone experiences, there are often opportunities and funding for students to engage in research activities as early as their sophomore year. Interested students should contact departmental faculty to find out what kind of research opportunities are available. Students involved in research often present their work at local, national, and international conferences.

Honors

Students completing a senior thesis may considered for departmental honors if their thesis demonstrates superior quality of work. Your advisor can nominate your thesis for Honors consideration at the end of the fall semester of your senior year based on your thesis project. To be considered for Honors, you must have a cumulative GPA across the College of 3.5. Only students doing independent or student faculty research for the capstone can be considered for Honors (i.e., either GEOS 550 or 560). Honors will be awarded by vote of department faculty after a thesis defense.

Internships

Internships are a popular way for GEOS majors to fulfill their capstone requirement and are highly encouraged by the department. GEOS majors have interned at state and federal agencies, environmental consulting companies, and more. Students interested in pursuing

internships at any stage of their degree can reach out to departmental faculty for assistance in finding appropriate internships. Students wishing to use an internship for fulfill their capstone requirement must have the internship approved by the department and follow the department guidelines for receiving credit.

Opportunities for off-campus study

To be an effective Geoscientist, it benefits you to have seen as much of the planet as possible. This helps you appreciate the atmospheric, hydrospheric, biospheric, and geospheric diversity of our planet. With proper advance planning and declaring your major early, you can take some interesting courses abroad and see more of the world!

Courses

141 Earth's Hazards
This course examines natural processes such as earthquakes, volcanic eruptions, mass wasting events, and floods that have the potential to produce disastrous consequences for humans. All of these processes result from interactions between the atmosphere, biosphere, geosphere and hydrosphere directly or indirectly, which is the realm of earth sciences. Increasing global populations and increasingly interdependent national economies mean that few disasters are now only 'local'. This course will use examples such as case studies of recent earthquakes and volcanic eruptions to examine how natural processes can be hazardous, and whether or not humans can anticipate and mitigate these kinds of hazards to prevent future disasters. Laboratory work will include analog experiments, field trips, and video analysis of historic disasters.
Three hours classroom and three hours laboratory a week.
Attributes: ARCH Area B Elective, Can't be taken pass/fail, ENST Foundations (ESFN), Lab Sciences, Sustainability Investigations

142 Earth's Changing Climate
An overview of our understanding of climate processes and their interaction with the atmosphere, geosphere, hydrosphere, and biosphere based on studies of ancient climates, which inform our understanding of climate change now and into the future. Topics include drivers of climate change at different time scales, evidence for climate change, and major climate events such as ice ages. Emphasis will be placed on the last 1 million years of earth history as a prelude to discussing potential anthropogenic impacts on the climate. Case studies of major climate "players" such as the US and China will be contrasted with those most vulnerable, Africa and SE Asia to determine mitigation and adaptation strategies. The lab component will use historic climate data, field experiences, and climate modeling to interpret climate change processes.

Three hours classroom and three hours laboratory a week.
Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, Can't be taken pass/fail, ENST Foundations (ESFN), INST Sustain & Global Environ, Lab Sciences, Quantitative Reasoning, Sustainability Investigations

151 Foundations of Earth Sciences
How do mountains and oceans form? Why do the positions of continents shift? Can rocks bend or flow? What is the history of life on our planet? This course explores the materials that make up the Earth and the processes that shape it, both at and below the surface. Students will take field trips around the Carlisle area as well as complete analytical and computer laboratory activities in order to acquire basic field, laboratory, and computer modeling skills.
This course serves as a gateway to the Geosciences major, but is also appropriate for non-majors. Three hours of lecture and three hours of lab per week.
Attributes: ENST Foundations (ESFN), Lab Sciences, Sustainability Connections

201 Surface Processes
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. Prerequisite: 141, 142, or 151 or permission of instructor. Offered every other year.
Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Foundations (ESFN), Writing in the Discipline

202 Energy Resources
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.
Prerequisites: One introductory lab science or permission of instructor. Offered every other year.
Attributes: ENST Applications (ESAP), INST Sustain & Global Environ, Sustainability Connections

203 Treetop to Bedrock: An Introduction to the Critical Zone
The critical zone (CZ) is the thin life-sustaining veneer of planet Earth that extends from

treetop to bedrock. The CZ is continually evolving as rock, water, atmosphere, soil, and biota interact to support terrestrial life. CZ processes and functions are crucial to a sustainable future as the CZ provides essential services such as food production and water storage. Thus, CZ science is becoming increasingly relevant as climate and land use stress terrestrial life at the surface. In this course students will examine the CZ as a complex system and describe the system services it provides. The transdisciplinary and global nature of CZ science is emphasized alongside the varying temporal and spatial scales required for understanding the CZ. Material in this course will be organized topically and include the following: water transfer through the CZ; landscape evolution and CZ architecture; biogeochemical cycling; land-atmosphere exchange; and humans in the CZ. This course relies heavily on scientific literature to explore the state of the science and outstanding questions in the CZ. Hands-on activities include field trips and data activities from critical zone programs.
Attributes: Sustainability Connections

204 Introduction to Geographical Information Systems with Field Applications
Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. Using exclusively open-source software, this course provides a foundation of theoretical and applied skills in GIS technology with an emphasis on applications commonly employed in the field-based sciences. Students will learn to develop and use protocols for collecting spatially representative data in outdoor settings and then learn techniques for the manipulation, analysis, output and presentation of those data. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing.
Three hours of classroom and three hours of laboratory per week. No prior GIS experience is needed.
Attributes: ENST Foundations (ESFN), Quantitative Reasoning

205 Introduction to Soil Science
This course focuses on giving students a basic understanding of soil formation processes and field/laboratory characterization of soils. Emphasis in the first part of the course will be on soil formation processes, while the second part of the course will focus on students conducting experiments relevant to soil formation. Weather permitting most labs will have an out-of-doors component. This course is an elective for the Earth Sciences major, and will be useful to students interested in the food studies certificate program, agricultural science, archeology, environmental science, forensic science, planetary science, and solid state chemistry and physics.
Three hours classroom and three hours laboratory a week. Prerequisite: one introductory

lab science or permission of instructor.
Attributes: ARCH Area B Elective, ENST Foundations (ESFN), Food Studies Elective

218 Geographic Information Systems
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.
Three hours per week. This course is cross-listed as ARCH 218, ENST 218 and GISP 218.
Attributes: ARCH Area A Elective, ARCH Area B Elective, Biology Elective, ENST Foundations (ESFN), Quantitative Reasoning, Sustainability Connections

221 Oceanography
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. Prerequisite: One introductory lab science or permission of instructor. Offered every other year.
Attributes: ENST Foundations (ESFN), Sustainability Connections

250 Introduction to Arctic Studies
This course is designed to give a broad introduction to the physical/social geography, geology and ecology of the Arctic region of earth particularly through the lens of global climate change. Students will use a variety of media (lectures, readings, videos, blogs) to build knowledge about this critical region of earth to serve as a basis for individual and group projects on a specific Arctic region (e.g., Siberia, Svalbard, Greenland, Iceland, Nunavut, Alaska) and topic (e.g., climate change, Arctic tourism, Arctic flora/fauna species, Arctic archeology, Arctic exploration). Learning goals include: i) exposure to

spatial analysis and Geographic Information Systems, ii) foundational knowledge of the Arctic cryosphere and its response to climate change, geological history, human geography and ecological systems, and iii) mastery of Arctic geography. Course meetings will include student presentations, field trips and basic GIS instruction.
Attributes: ENST Applications (ESAP), INST Sustain & Global Environ, Sustainability Connections

302 Structural Geology
The description and analysis of intermediate-to large-scale rock structures. Topics include the analysis and graphical representation of stress and strain in rocks, deformation mechanisms and fabric development, the geometry and mechanics of folding and faulting, and structures related to intrusive bodies. Geologic map interpretation and cross-section construction are used to analyze the structural geology of selected regions.
Three hours classroom and three hours laboratory a week; field trip(s). Prerequisite: 151 or permission of instructor. Offered every other year.

305 Earth Materials
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 Geosciences major, and will be useful to students interested in agricultural science, archeology, environmental science, forensic science, planetary science, and solid state chemistry and physics.
Three hours classroom and three hours laboratory a week. Prerequisites: 151 or permission of instructor. Completion of both 305 and 309 fulfills the WID graduation requirement. Offered every other year.
Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Foundations (ESFN), Sustainability Connections

307 Paleontology
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. Prerequisite: 141, 142, or 151 or any 100-level BIOL course. This course is cross-listed as BIOL 301.
Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, Biology Elective, ENST Foundations (ESFN), Sustainability Connections

309 Sedimentology and Stratigraphy
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. Prerequisite: 151 or permission of instructor. Completion of both 305 and 309 fulfills the WID graduation requirement. Offered every other year.
Attributes: ARCH Area A Elective, ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Foundations (ESFN), Sustainability Connections

310 Special Topics in Earth Sciences
Lecture/Lab course on special topics which vary depending on faculty and student interest and need.
Three hours classroom and three hours laboratory per week. Prerequisite: dependent upon topic.

311 Special Topics in Earth Sciences
Seminar in special topics which vary depending on faculty and student interest and need. Three hours of classroom a week.
Prerequisite: Dependent upon topic or permission of instructor.

318 Advanced Applications in GIS
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.
Prerequisite: 218 or ENST 218 or ARCH 218 or GISP 218 or equivalent GIS experience. Three hours classroom per week. This course is cross-listed as ARCH 318, ENST 318 and GISP 318. Offered every two years.
Attributes: Biology Elective, ENST Applications (ESAP), Quantitative Econ Elective, Sustainability Connections

321 Isotope Geochemistry
Major analytical advancements in the past two decades have revolutionized the field of isotope geochemistry and made isotopic measurements more widely available than ever before. This course will introduce students to both stable and radiogenic isotope systems

and help them develop a quantitative understanding of both radioactive decay and isotopic fractionation. With the knowledge of how isotopic variations arise in nature, we will survey the use of isotopic tracers and chronometers in a variety of disciplines including: the earth and environmental sciences, archaeology, and biology. We will also examine some emerging applications of isotopic tools such as their role in tracing the trade of illegal drugs, identifying the origins of deceased migrants in border regions, revealing food sources and adulteration, and biomedicine.
Prerequisite: One CHEM course or permission of instructor.

322 Archaeological Geology
This course will explore archaeological questions and problems from the perspective of the Earth Sciences. In particular, the course will focus on the use of geological and geochemical methods for establishing the age of archaeological sites, reconstructing past environments, tracing human migration and movements, and evaluating the geological provenance of artifacts. Students will evaluate the strengths and weaknesses of various methods and discuss them in the context of past and current debates within the field of archaeology. Previous coursework in earth sciences, chemistry, or archaeology is beneficial.
Attributes: ARCH Area B Elective

331 Geochemistry
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.
Prerequisites: 151 and CHEM 131 or 141, or permission of instructor. Offered every other year.
Attributes: ENST Foundations (ESFN)

333 Environmental Geophysics
Geophysics combines geological knowledge with fundamental principles from physics, mathematics, and computer science to indirectly image and elucidate Earth's subsurface structure. This course focuses on understanding geophysical methods commonly applied to Earth's shallow subsurface (less than 200 m) to solve environmental, geological, archaeological, and civil engineering problems. This course will include physical theory, field methodology (e.g., survey design and data collection), data analysis and interpretation. Course topics include refraction and reflection seismology, ground

penetrating radar, electrical resistivity and conductivity, magnetism and magnetic surveying, nuclear magnetic resonance, and gravity. This course will involve collecting and integrating datasets from multiple geophysical surveys and culminate in a final project. Lectures, discussions, laboratories, and field trips.
Three hours classroom and three hours laboratory a week. Prerequisite: 151.
Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Foundations (ESFN), Sustainability Connections

335 Physics of the Earth
How and why do earthquakes happen? Why does Earth have a magnetic field – and why does it reverse? How do we image structures deep within the planet, from magma reservoirs to subducting slabs and mantle plumes? Some answers to these questions can be found in the diverse field of geophysics. This course aims to teach fundamental physics underpinning the behavior of planet Earth. Topics include plate tectonic motion, seismology, gravity, magnetism, heat flow, and isostasy. This course emphasizes quantitative reasoning and computational approaches to geophysics, including analysis and visualization of geophysical data. A required laboratory component provides hands-on experience working with real datasets and interpreting geophysical observations. This course culminates in a semester-project applying geophysics to investigate a plate boundary.
Prerequisite: 151.

491 Senior Field Camp
An advanced course in geological field methods. In a typical field camp experience students make maps in stratified and crystalline terranes, with rocks in varying degrees of deformation. Note: GEOS 491 is not regularly offered by Dickinson College. Students wishing to complete the capstone experience requirement with a field camp experience should plan to complete an approved summer field course offered by another collegiate institution.
For Senior GEOS majors.

German

Learning Outcomes

Upon graduation from Dickinson, German majors will be able to:

- comprehend and express ideas in formal and informal spoken and written German;

- articulate a range of differences between cultures of the German-speaking world and their own culture;
- analyze a variety of German cultural artifacts, including literature, film, art, and media.

Major

10 courses

202 or its equivalent
One 200-level course in German (above 202, or a 300-level course)
One 300-level course in German
340 (only for students who spend the year in Bremen)
400 (senior seminar)

In consultation with their major advisor, students are to develop a concentration consisting of at least three related courses. At least two of these courses must be taken in the German department at Dickinson and should be above the level of 210. The other course(s) can be taken from departments across the Dickinson and Bremen campuses.

Courses taught by departments other than the German department at Dickinson, including departments at the University of Bremen, may count toward a German major if they focus significantly on issues related to German Studies.

In total, students have to complete ten courses in the area of German Studies in order to earn a German major. Two elective courses may be taken in English. To be counted toward the major, students must take German 210 as a FLIC course.

NOTE: Students who spend an academic year or a semester in Bremen have to take an intensive summer language course and German 340.

Minor

Six courses including:
German 201 and 202 or their equivalent
One 200-level German course
One 300-level German course, taken at Dickinson

No more than two courses may be taken in English. The course in English can be taken either within the German department or in another department, including departments on the Bremen campus. Courses taken from departments other than the German department at Dickinson must deal significantly with issues related to German Studies in order to be counted toward the minor. Students studying in Bremen in fall semester may count 340

as one of the electives toward the minor. **A minimum of five of the six courses must be taken at Dickinson or Bremen.**

Suggested curricular flow through the major

The following two curricular flows are based on a student starting in either GRMN 101 or 202. If you begin German at Dickinson at a different level, please speak with a faculty member to determine the best sequence of courses for you.

Placement into GRMN 101 or no previous knowledge of German
First Year
GRMN 101
GRMN 102

Sophomore Year
GRMN 201
GRMN 202
GRMN 210 or another course in English

Junior Year
Study abroad in Bremen (a full year is strongly recommended)

Senior Year
GRMN 300-level
GRMN 400

Placement into GRMN 202
First Year
GRMN 202
GRMN 200-level (211 or above)

Sophomore Year
GRMN 200-level (211 or above)
GRMN 200- or 300-level

Junior Year
Study abroad in Bremen (a full year is strongly recommended)

Senior Year
GRMN 300-level
GRMN 400

Independent study and independent research

Independent study projects are an option open to self-motivated students who desire to study a topic not offered in a regular College course. Most projects are taken for either half or full course credit. Usually independent study students will have a weekly meeting with their advisors.

Occasionally, students may elect an independent study project in the German language. This option is open only when it is clear that the student's needs cannot be met in the traditional language courses. Possibilities for independent language work include: advanced oral and written language practice; technical translation.

Honors

Senior German majors who successfully complete a year-long independent study project worth two course credits will be eligible to be voted honors in German on the completion of the project. A student will graduate with honors in German if a) their original research receives the grade of "A" from the supervising instructor and b) the student successfully defends their project before a panel of the entire German faculty so that the project is designated as "worthy of honors."

Opportunities for off-campus study

Junior Year: Students are encouraged to spend one or two semesters abroad during the junior year. For qualified students, the Junior Year in Bremen is a Dickinson-affiliated program with a wide range of courses and program options, including laboratory courses in the sciences.

Summer Immersion Program: The German Department offers a four-week student immersion at the University of Bremen, West Germany. See the course description for GRMN 220, Bremen Practicum.

Co-curricular activities/programs

Each year two **German language assistants** (OSAs) from the University of Bremen are actively involved with all aspects of the German program at Dickinson. In addition to the language assistants, at least one additional exchange student from Bremen is also on campus.

The **German Club** sponsors several events every year both together with the German department and independently.

A **German Language Table** is held each Tuesday from 5:30-7 pm in a HUB sideroom for students who wish to speak—or merely listen to—German while they eat.

German films are shown regularly throughout the academic year. They are most often screened on Tuesdays at 7 pm, after German Table.

We regularly welcome German writers, scholars, translators, filmmakers, and actors to the Dickinson campus, visits that are often made possible by generous funding from the Max Kade Foundation.

Courses

The following courses are offered in Bremen:

340 Comparative Cultures: USA-Germany
Offered in Bremen, Germany. Using the university and city of Bremen as laboratory, students will explore the experience of culture shock, the difference between American and German everyday life, structural differences in American and German public institutions, historical ties between the two countries, historic concepts and symbols, differing relationships to national culture, the effect of Germany's past on contemporary consciousness.
Prerequisite: Acceptance into the Dickinson in Bremen Program.
Attributes: Social Sciences

German Courses

101 German in Everyday Life
This course is an introduction to the German language and culture of daily life. It focuses on the acquisition of language skills, such as speaking, reading, writing, and listening and does so while also learning about aspects of every-day cultures in German-speaking countries. Classes are small and emphasize communication. After successfully completing German 101 and 102, students are expected to have reached a basic level of intercultural and cross-cultural competence, that is, to be able to communicate with members of German-speaking cultures with an awareness of differences in language and culture.

102 German in Everyday Life
This course is an introduction to the German language and culture of daily life. It focuses on the acquisition of language skills, such as speaking, reading, writing, and listening and does so while also learning about aspects of every-day cultures in German-speaking countries. Classes are small and emphasize communication. After successfully completing German 101 and 102, students are expected to have reached a basic level of intercultural and cross-cultural competence, that is, to be able to communicate with members of German-speaking cultures with an awareness of differences in language and culture.

Classes meet five times a week. Prerequisite: 101 or the equivalent, or permission of the instructor.

103 Intensive German
An intensive two-credit course that allows students to complete the first two semesters of the language, part of the department's cultural proficiency requirement, in a single semester. Like German in Everyday Life, this course makes extensive use of multimedia, but does so in ways that enhance and vary linguistic input appropriate for a course that meets as often and as long as this one. Classes are small, and material is covered at a fast pace.
Ten classroom hours including two contact hours with native language assistants per week.

201 Intermediate German I: Contemporary German Cultures
What did the Brothers Grimm do besides collecting fairy tales? How do narratives inform national identity? Why do Germans return their empty bottles to the store? Students approach such questions, which touch on language, culture, economics, geography, history, and more, through a variety of media in this course. At the same time, students review grammatical structures, expand their knowledge of stylistic forms, and practice various registers of written and spoken German. German 201 aims to develop students' skills to understand and reflect upon German-language culture at a basic intermediate level.
Classes meet four days a week. Prerequisite: 102 or 103, or permission of the instructor. This course fulfills the language graduation requirement.

202 Intermediate German II: Mediated German Cultures
What was occupied Vienna like in post-WWII Central Europe? How does a film convey fear? Is German academic writing different from how I write papers at Dickinson? Posing these or similar questions, this course builds students' basic intermediate level of cultural and linguistic skill and explores the challenges of understanding and communicating with various media in colloquial, academic, and professional contexts. As it does so, students will acquire a better understanding of contemporary and historical issues, anxieties, and desires in the German-speaking world. There will be a special focus on writing in different modes, as this is a writing in the discipline (WiD) course.
Prerequisite: 201, or permission of the instructor.
Attributes: Writing in the Discipline

210 Exploring German Cultures
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.
Classes meet three days a week. Offered in English. This course counts toward the German minor. The course will count for the German major, if taken as FLIC.
Prerequisite, if taken as FLIC: 202, or the equivalent.
Attributes: ENST Env Stud Spec (ESSP), Taught in English

211 Introduction to German Intellectual History
This course will analyze key documents and scholarly texts, which exemplify important aspects of German thought on various topics such as politics, culture, history, aesthetics, and philosophy. For instance, students may read and analyze Kant's essay on the Enlightenment, Lessing's *Laocoon,* Schiller's *Aesthetic Education,* Goethe's work on color theory, Alexander Kluge's Essay-Films, or political essays by Thomas Mann, Alice Schwarzer, and Gunter Grass.
Prerequisite: 202, or permission of the instructor.
Attributes: Humanities

212 German in Performance
This course will focus on performance in German cultures. Students will analyze key traditional examples of repeatable and lasting performances such as plays and films as well as performances rooted in the avant-garde which concentrate on the moment and the uniqueness of the individual performance generated by the performer or performers as both the medium and the content of the performance. For instance, students may critically analyze Georg Buchner's drama "The Death of Danton", the performance actions of the artist Joseph Beuys, or the works of the director Christoph Schlingensief.
Prerequisite: 202, or permission of the instructor.

213 Modern German Film
This course will focus on German films in their cultural and historical context. Students will study selected films and develop a critical framework for viewing and analyzing them. When appropriate, Austrian and Swiss films will also be included. Topics may be early German Cinema, the New German Cinema, or post-unification films. Filmmakers may include Volker Schlondorff, Alexander Kluge, Werner Herzog, Rainer Werner Fassbinder, or F.W. Murnau, and may cover films such as *Run Lola Run, Goodbye, Lenin, Head On, and The Lives of Others.*
Prerequisite: 202, if offered in German, or permission of the instructor.
Attributes: Arts

214 Formations of German Identities: Class, Race, and Gender
This course will focus on the representations of class, race, ethnicity, and gender in and of German, Austrian, or Swiss society, including their colonial past (Germany), their empire experience (Germany and Austria), and their clashes with indigenous peoples (Germany). Examples of representation from the fields of art, literature, and film will be the focus of a study of how class, race, and gender have changed and challenged the perception of German identity over time. Students may analyze paintings by George Grosz, Paula Modersohn-Becker, and Kathe Kollwitz; read literary texts by Bertolt Brecht, Verena Stefan, and Feridun Zaimoglu; view films by Fritz Lang, Fatih Akin, and Margarethe von Trotta; or read autobiographies.
Prerequisite: 202, or permission of the instructor.

215 German Environments
Known for their contemporary environmentalism, German-speaking cultures have a long cultural history that speaks to complex understandings and relationships with nature. At times ideological, political, religious, spiritual, and critical, it is a turbulent history. This course will focus on the environment in German-speaking cultures while posing questions about how cultures' relationship to the environment is informed by and informs contemporary German-speaking cultures. Topics might include understanding the significant role of nature in Romanticism that continues to influence concepts today, the industrialization of Central Europe, 20th and 21st century environmentalism, or the ways in which media (i.e. literature, film, music) underscore or contradict certain assumptions about nature. This course may be taught in German or in English.
Prerequisite: GRMN 202 if offered in German, or permission of the instructor. No prerequisite, if offered in English.
Attributes: ENST Humanities/Arts (ESHA), Humanities, Sustainability Investigations

250 Topics in German Studies
An examination of some topic related to German literature or culture. Topics may include studies of major German writers such as Goethe, Mann, and Wolf, German humor, sagas and legends.
Normally taught in English.
Attributes: Taught in English

251 Topics in German Studies II
An examination of some topic related to German literature or culture. Topics may include studies of major German writers such as Goethe, Mann, and Wolf, German humor, genres of literature or specific cultural topics such as German-Jewish literature and culture.

Prerequisite: 202. Taught in German.
Attributes: Humanities

275 Hitler, Stalin, Mussolini, and the Rise of Authoritarianism
Contrary to the hope of contemporaries, World War I was not "the war to end all wars." Instead, at its end Europe emerged into a world of unprecedented turmoil and confusion, a time that was nonetheless permeated with hope, idealism, and possibility. This course explores European politics, society, gender, economics, and culture between 1918 and 1945, focusing on the extreme developments in Germany, Russia, and Italy during this time. We will examine the emergence, development, form, and consequences of the rule of Hitler, Stalin, and Mussolini while also comparing to executive state expansion under FDR. Students will learn to think about modern state practices rather than lumping countries into unhelpful and inaccurate categories like “totalitarian.”
This course is cross-listed as HIST 375. Offered occasionally.
Attributes: HIST European History Course, Italian Studies History, Post-1800 History Course, Social Sciences, Taught in English

276 The Holocaust
The course explores the causes of the Shoah/Holocaust, including anti-Semitism, the eugenics movement, the growth of the modern state, and the effects of war. Themes will also explore perpetrator motivation, gendered responses, bystanders and rescuers, and the place of the Holocaust among other genocides. Students will approach the Holocaust through its historiography, which will equip them to interpret facts and understand how and why scholars have shifted interpretations over time.
This course is cross-listed as HIST 376 and JDST 316. Offered occasionally.
Attributes: HIST European History Course, Post-1800 History Course, Social Sciences, Taught in English

300 Examining Major Cultural Movements
This course will provide students with the opportunity to analyze a major cultural period or artistic movement in German-speaking culture. Students will consider a variety of sources, from cultural products and texts of literature and philosophy to historical documents and sociological studies. The characteristics of the period and its historical dates will be examined critically and considered in association with their international or European counterparts. Possible periods or movements include: Medieval German, Early Modern German, German Enlightenment, Goethezeit, Romanticism, Realism, the long nineteenth century, Expressionism, or Poplit of the 1990s.
Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.
Attributes: Humanities

303 The Two Germanies: Cultures of East and West Germany
For 40 years, Germany consisted of two states--the German Democratic Republic (GDR) and the Federal Republic of Germany (BRD). The contexts and conditions within which these two countries developed and their distinct cultural forms are the focus of this course. Literary and artistic production, political structures as well as differences in daily life will be examined within the context of learning more about the two Germanies.
Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.

304 Minority Cultures in the German Context
While there have always been minorities inside Germany and Austria, such as small communities of French, Russians, Sorbs, and Poles, as of the 1950's, people from various European and other countries came to work and live in Germany in large numbers. For instance, the largest group came from Turkey. This course will explore the political activities and cultural expressions of these groups in relation to traditional German cultures. Students may analyze literary texts, films, music, and youth cultures of these groups making a home in Germany while changing their environment and being changed by it.
Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.
Attributes: Humanities

350 Topics in German Studies
An examination of topics related to German literature or culture. Topics may include major German writers, periods of German culture, and intellectual and social movements.
Prerequisite: Study in Bremen or permission of instructor.

370 German Film
This course will focus on German films in their broader cultural and historical context. Students will study selected films and develop a method for viewing and analyzing them. Topics may be the "New German Cinema" from Schlöndorff and Kluge to Herzog, Fassbinder and Wenders, the films of feminist film makers, such as Sander, von Trotta, Ottinger, and Sanders-Brahms, or Literature and Film.
Prerequisite: Permission of the instructor.

400 Senior Seminar
Advanced investigation of a particular writer, work, problem, or theme in German literature and/or culture, with emphasis on independent research and seminar reports.
Prerequisite: German major or permission of the instructor.

Greek

See Classical Studies

Health Professions

General Information

The Health Professions Program is administered jointly by the health professions faculty and by the Center for Career Development. Any student interested in pursuing a career within the health professions (medicine, dentistry, optometry, veterinary medicine, nursing, etc.) should contact the Health Professions team.

In the summer, first-year students who have expressed interest in a health-related career receive notice to attend an informational meeting. At this meeting, we will cover information regarding required coursework and the Health Professions advising program. Interested students will receive invitations to group advising sessions or enroll in the Health Professions Program 101 course, Exploring the Health Professions, in the fall semester, covering a variety of topics. Following group advising or completion of the course, we will add interested individuals to the Health Professions Program student roster after receiving completed entry materials.

We will assign each student to a Health Professions Advisor. The advisor will work with the student each semester on course selection. The Health Professions Advisor in the Center for Career Development supports all Health Professions Program students and alumni with health career information and assistance as requested by students during the professional school application and interview process.

Most students major in one of the sciences; however, applicants can pursue any major based on their interests. Students must prove their academic capability to perform superior work in the required science courses. Building pre-professional competencies is important in preparing for the application process.

If planning to attend professional school immediately following graduation, students in all majors should finish their science courses by the end of junior year to prepare for the Medical College Admission Test (MCAT) or other professional exams. At the earliest, candidates should take these tests in the spring of their junior year. Many professional school applicants choose to wait until after graduation to take their tests and apply for professional school programs. These students often participate in "post-baccalaureate (or post-bac)" programs to gain experience before their chosen program.

EXPERIENTIAL OPPORTUNITIES

Both the Health Professions Program and Pre-Health Society Club, the student club for those with an interest in pursuing health professions, and our MAPS Club (Minority Association of Pre-Health Students) provide workshops with alumni and guest speakers discussing treatments, techniques, and educational opportunities. New organizations include the Pre-Optometry Society, Pre-Dental Society, and Pre-Veterinary Society. Many of these programs are interactive and offer students opportunities to connect directly with professionals in various medical and healthcare fields. Career interest groups can be created for students exploring other health professions, such as nursing, physician assistant/associate, or physical and occupational therapy, among others (Allied Health).

Experiential opportunities exist locally with six hospitals as well as non-profit, healthcare-related organizations. Our students begin exploring internships, clinical-related opportunities, and research work following their first year on campus. They may explore options with the Health Professions Advisor in the Center for Career Development and find roles that are locally, regionally, or nationally based.

The Health Professions Program is here to support our students in the exploration and achievement of professional accomplishments. After graduation, our alumni pursue medical and other healthcare professions programs across the US and internationally.

Courses

COMMON COURSES TO COMPLETE BEFORE PROFESSIONAL SCHOOL APPLICATION

Chemistry: 5 semesters (inorganic - 131, 132 or 141, 243; organic - 241, 242 and biochemistry – 331, no lab, or 342, with lab) *See notes below

Biology: 2 semesters (131, 132 - these courses are not sequential *)

(* Students planning to major in Neuroscience should take Biology 132 in the Fall and Psychology 125 in the spring of their first year.)

Physics: 2 semesters (sequence 141, 142 preferred; however, 131, 132 will suffice)

Note: The Dickinson Committee for the Health Professions requires completion of seven of the nine courses listed above (chemistry, biology, and physics) at Dickinson College for the committee letter evaluation process. The committee letter serves as an institutional recommendation for medical and dental school applications based on transcripts, activities, and character.

Mathematics: 2 semesters (choose: 170, 171 or 170, 121)

English/writing: 2 semesters

Psychology/sociology: Discuss options for specific courses with your Faculty Health Professions Advisor. Depending on your healthcare interests, recommendations might include:

PSYC 120 Introduction to Health Psychology

PSYC 155 Human Development: Conception through Childhood

PSYC 160 Human Development: Adolescence through Death

PSYC 165 Psychopathology

And possibly other options

* Chemistry notes: Students with appropriate placement scores may substitute CHEM 141, Accelerated General Chemistry, for the CHEM 131/132 sequence resulting in three of the four required courses for medical schools and other health professions programs. When scheduling the advanced course, students should explore whether the schools to which they plan to apply will still require four undergraduate chemistry courses. If so, the Committee recommends CHEM 243, Modern Chemical Analysis, as the "additional course."

Chemistry 111 will not satisfy this requirement.

Professional schools and the Committee for the Health Professions will also accept CHEM 343, Metabolism, to meet the biochemistry requirement; however, CHEM 342, or a combination of both courses, would be preferred by the professional and medical schools in preparation for entry into their programs.

OPTIONAL PROFESSIONAL DEVELOPMENT COURSES OFFERED BY THE HEALTH PROFESSIONS PROGRAM

HPPG 101: Exploring the Health Professions (0.5 credits, graded credit/no credit): Introductory seminar for students considering careers in clinical and allied health fields, including medicine, dentistry, nursing, physician assistant studies, physical and occupational therapy, pharmacy, public health, and related professions. Through short readings, guest panels, structured shadowing or site visits, informational interviews, and guided reflective assignments, students will compare career pathways, learn prerequisites and timelines, and build an individualized plan for curricular and co-curricular preparation. The course emphasizes professional identity formation through mentoring, networking, and community engagement, as well as ethical, equity, and systems-level perspectives on healthcare delivery and access.

HPPG 401: Healthcare Career Preparation Capstone (0.5 Credits graded credit/no credit): Intensive preparation seminar for junior and senior students applying to health professions graduate and professional programs. This course provides structured guidance on application timelines, centralized application systems, development of personal statements and secondary essays, preparation of professional CVs or résumés, selection and solicitation of letters of recommendation, standardized test preparation, and interview preparation, including traditional and multiple mini-interview (MMI) formats. Students engage in iterative drafting, peer and instructor feedback, mock interviews, and ethical discussions related to professional conduct and disclosure. The course culminates in a polished application preparation portfolio and a personalized post-submission plan. Although not required, this course is intentionally aligned with **HPPG 101: Exploring the Health Professions** and is recommended for students who have previously engaged in structured exploration and preparation planning through coursework or co-curricular programming.

Academic Plans

Meet with your Health Professions Advisor to discuss specific courses for individual health professions, such as physician assistant, physician, or others. In addition to the courses above, other prerequisite courses suggested by individual professional schools might include statistics, microbiology, human anatomy, human physiology, cell biology, genetics, histology, metabolism, nutrition, medical terminology, and humanities courses.

Health Studies

Certification

Students should declare their intent to pursue the health studies certificate by emailing the chair of the health studies program. Students should declare as soon as possible. Students who successfully complete all of the requirements will be issued a certificate in health studies, which will be awarded upon graduation from the college and will be recorded on their transcript.

The certificate in health studies requires:

1. Successful completion of HEST 201: Introduction to Health Studies. This course is normally offered every spring semester.
2. Successful completion of four other health studies designated courses taken in at least three academic departments. Up to two can be in the student's major(s). HEST

designated courses can also be taken abroad (see Study Abroad for preapproved HEST electives).

3. Successful completion of a HEST field experience. The field experience must be related to the HEST program goals and must be registered via the internship notation program, the research experience notation program, a study abroad program or as an independent study/independent research course. Students must submit a post-experience HEST questionnaire to the HEST chair within four weeks of the completion of the field experience.
4. Successful completion of HEST 400: Health Studies Senior Seminar. The prerequisites for this course are HEST 201 and at least two HEST electives. This course is normally offered every fall semester.

Independent study and independent research

Students must complete a health-related field experience.

Courses

Health Studies Designated Courses

The following Dickinson courses have been pre-approved as HEST electives. See Study Abroad for pre-approved HEST electives at several study abroad locations. Students must take four HEST electives in at least three academic departments. Up to two can be in the student's major(s).

AMST 200: Health and Illness & Disabilities
ANTH 216: Medical Anthropology
ANTH 225: Human Osteology
ANTH 229: Principles of Human Variation and Adaptation
ANTH 245/WGSS 202: Health and Healing in Africa
ANTH 245/EASN 206: Babies and Boomers: Asian Societies in Transition
ANTH 310: Nutritional Anthropology
BIOL 132: Introduction to Molecules, Genes and Cells Topics
BIOL 326: Microbiology
BIOL 333: Physiology
BIOL 335: Microanatomy
BIOL 380: Immunology
BIOL 427: Virology
CHEM 490: Medicinal Chemistry
EASN/HIST 261: History of Medicine and The Body in East Asia

ECON 314: Health Economics
ECON 496: Political Economy of Health
HIST 404: Social History of Medicine
INBM 300: Applied Empirical Data Analysis
INBM 300: Comparative Health Systems: A Global Perspective
INST 290: Global Health
INST 290/ECON 214: Population Issues in Developing Countries
LALC 239/SPAN 207: Spanish for the Health Professions
NRSC 400: Neuroscience Seminar
PHIL 220: Biomedical Ethics
PHYS 215: Medical Imaging
PSYC 120: Introduction to Health Psychology
PSYC 125: Brain and Behavior
PSYC 165: Psychopathology
PSYC 175: Introduction to Community Psychology
PSYC 365: Research Methods in Clinical Psychology
PSYC 375: Research Methods in Community Psychology
PSYC 401: Seminar on Behavior Modification
PSYC 420: Seminar in Health Psychology
PSYC 465: Biopsychosocial Perspectives on Disordered Eating
PSYC 475: Advanced Seminar in Community Psychology
RELG 260: Comparative Biomedical Ethics
SOCI 333: The Sociology of Health and Illness
WGSS 202: Reproductive Justice
WGSS 206/AMST 200: Fat Studies

Health Studies Courses

110 Medical Terminology
This course provides an intensive introduction to the language of medicine for students preparing for allied health and medical professions. Students learn the structure and meaning of medical terminology through the study of prefixes, suffixes, root words, and combining forms related to major body systems, diagnostics, clinical procedures, and pharmacology. Emphasis is placed on accurate pronunciation, spelling, interpretation, and contextual use of medical language in health-care settings. Designed as a foundational course, Medical Terminology supports students' early preparation for advanced coursework and clinical experiences in fields such as nursing, physician assistant studies, physical therapy, occupational therapy, public health, and related health professions.

111 Nutrition
This course introduces the principles of human nutrition with an emphasis on the biochemical, physiological, and clinical aspects relevant to health care practice. Topics include the chemical properties, digestion, absorption, metabolism, functions, and dietary sources of macronutrients (carbohydrates, lipids, proteins) and micronutrients (vitamins, minerals, and trace elements). The role of nutrition in energy balance, growth, maintenance, and disease prevention is explored, along with current dietary guidelines and evidence-based recommendations. Students will apply concepts through case studies that link nutrition to patient care, clinical assessment, and wellness promotion. This course is designed for students preparing for admission to allied health programs such as nursing, physician assistant, physical therapy, occupational therapy, and other health-related fields.

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 and Women's and Gender Studies. *Normally offered spring semester.*

250 Special Topics in Health Studies
Selected topics in HEST will vary with each offering, reflecting the interests of faculty and students as well as evolving concerns of the field.
Prerequisite dependent upon topic, or permission of the instructor.

400 Senior Seminar in Health Studies
The Senior Seminar in Health Studies is an interdisciplinary, topics driven course, with specific foci dependent upon the specialization(s) of the instructor. Students will survey the relevant literatures of at least two disciplines; identify specific problems or topics; complete a research project based on secondary and/or primary sources; and offer a final presentation of interdisciplinary work (in the forms of academic papers, oral presentations, or some other creative project (including film, narrative, performance, etc.).
Prerequisite: 201 and at least two other courses in Health Studies (as accepted by Health Studies Coordinator), or permission of instructor. Normally offered fall semester.
Attributes: Service Learning

Hebrew

See Judaic Studies

History

Learning Outcomes

Upon graduation from Dickinson, History majors will be able to:

- locate essential historical information and to assess and categorize various types of primary and secondary sources;
- formulate clear and plausible historical interpretations supported by evidence from multiple historical perspectives;
- place their research in the broader context of historical place and period;
- describe how their research contributes to broader scholarly conversations

Major

10 courses at Dickinson (which may include approved courses while abroad and from transfer students, **but will never include course credits from AP history tests, even when College credit has been granted for such tests**)

I. Three courses in the Methods Core
HIST 204
Any 300-level history course
HIST 404 - Note: 500/550 can be substituted if culminating in a substantial research paper

II. Four courses in the Concentration
The field of concentration usually covers a continental region, but students may also define their own thematic concentrations that carry across regions. More information about thematic concentrations is available on the Thematic Concentrations page. Majors may count one course outside the department towards the history major concentration, providing that:

- The course clearly enriches their proposed geographic or thematic concentration
- The student offers a convincing written justification explaining how the course will enhance their understanding of their concentration

- The student receives approval, based on this justification, from their History Department advisor

III. Including Geographic Breadth:
Regardless of concentration, students must take courses in at least 4 different geographic regions, some or all of which may be part of the concentration. The regions taught in the department are Africa, Europe, East Asia, Latin America, the Middle East, the United States, and Global/Comparative. Students who take a course outside these regions at another institution should discuss the course with their advisors and send a note to the chair.

IV. Including chronological breadth:
Within the ten required courses, at least one course must be pre-1800 in orientation and at least one course must be post-1800.

Minor

204 and at least five additional history courses.

Suggested curricular flow through the major

The History major is a particularly flexible major. Nearly all our courses are open to first year students. While many history majors do take the methods sequence in order (204, then at least one 300-level course, and then 404), it is not necessary to take 204 before taking a 300-level course. Many history majors study abroad either for one semester or two – something the department supports and encourages. Because most study-abroad programs offer history courses, students can continue to make progress toward their history major while abroad.

The guidelines are written for the entering student who thinks they might major in history. Rather than specify the courses that a student "must" have in a given semester, the following are general guidelines regarding types of courses that we suggest taking each year, and represent just one possible pathway through the major.

First Year
One or two 100-level history courses or upper-level courses with good foundations from successful AP or IB coursework

Sophomore Year
204, and one or two additional history courses (which could include one or more 300-level classes)

Junior Year
At least one 300-level and two or three other history courses

Senior Year
404 and remaining upper level history courses

NOTE: Students should plan their major in consultation with their advisors.

Honors

Pursuing honors in the history major involves writing an honors thesis, an intensive and challenging process undertaken mainly during the senior year (although in some cases, planning work begins in the spring of the junior year). Doing honors in history offers students the chance to do original research, take a fresh look at important historical events, and delve deeply into a historical topic. Detailed guidelines are available on the honors page of the history department website.

Internships

While internships are not a requirement for the major, the history department strongly encourages all history majors to complete at least one internship while at Dickinson, either over the summer or during the academic year. Internships allow students to explore their own interests and to expand their skills outside the classroom while applying what they have learned in their Dickinson history classes in practical settings. More information is available on the internships page of the history department website.

Opportunities for off-campus study

The Department encourages participation in the many off-campus options, and many history majors choose to study abroad for a semester or year. Current and recently-graduated majors have studied abroad in such places as Brazil, England, France, Italy, and Japan, among others.

Co-curricular activities/programs

The History Department has an active Majors Committee that meets with the Department Chair on a regular basis and organizes events, lectures, social service activities and other programming activities of special interest to history majors.

Courses

101 Surveys in History
Introductory-level survey of selected areas and problems in history. Suitable for students

of all levels.
Attributes: Social Sciences

105 Medieval Europe
This survey course will study the development of European civilization during the period ca.300 to 1300. It will consider the impact of such events as the decline of the Roman Empire, the Germanic invasions, the development of Christianity and the Church, the emergence of feudalism, the expansion of Islam and the Crusades, and the creation of romantic literature.
Attributes: HIST European History Course, INST European Course, MEMS Elective, Pre-1800 History Course, Social Sciences

106 Early Modern Europe to 1799
Society, culture, and politics from the Renaissance through the French Revolution.
Attributes: HIST European History Course, INST European Course, MEMS Elective, Pre-1800 History Course, Social Sciences

107 Revolutions Political, Artistic, Economic, Social, and Scientific: Europe in the Last 250 Years
Europe in the last few centuries has experienced developments that have transformed the entire globe, for better and worse. Political, technological, economic, and ideological innovations have led to imperialism, two world wars, and the Cold War that stretched far beyond Europe. European innovations like the Industrial Revolution created new work methods and goods that made lives easier while at the same time creating classes and class divides, booms and busts, cruel child labor, and of course the fossil fuel pollution that has led to climate change. New classes led to new political philosophies (e.g. liberalism, socialism, anarchism, fascism, feminism, etc.) that found resonance around the globe. Museums and concert halls around the world feature Picasso and Stravinsky, Van Gogh and Chopin, Banksy and Black Sabbath. Evolution, psychoanalysis, and quantum physics have spread far beyond the continent, but so too has "scientific" racism and eugenics and the modern genocides that they have catalyzed. This course will study European innovations that have had profound effects far beyond the continent's borders.
Attributes: HIST European History Course, INST European Course, Post-1800 History Course, Social Sciences

117 American History 1607 to 1877
This course covers colonial, revolutionary, and national America through Reconstruction. Include attention to historical interpretation. Multiple sections offered.
Attributes: AMST American History Elective, HIST North American Hist Crs, Pre-1800 History Course, Social Sciences

118 American History 1877 to Present
This course covers aspects of political evolution, foreign policy development, industrialization, urbanization, and the expanding roles of 20th century central government. Includes attention to historical interpretation. Multiple sections offered.
Attributes: AMST American History Elective, HIST North American Hist Crs, Post-1800 History Course, Social Sciences

120 History of East Asia from Ancient Times to the Present
This course explores the diverse and interrelated histories of the region currently composed of China, Korea, and Japan, over the past two thousand years. We begin by studying the technologies and systems of thought that came to be shared across East Asia, including written languages, philosophies of rule, and religions. Next, we examine periods of major upheaval and change, such as the rise of warrior governments, the Mongol conquests, and engagement with the West. The course concludes by tracing the rise and fall of the Japanese empire and the development of the modern nation states that we see today. *This course is cross-listed as EASN 120.*
Attributes: East Asian Social Sci Elective, HIST Asian History Course, INST Asia Course, Pre-1800 History Course, Social Sciences

121 Middle East to 1750
The rise of Islam, the development of Islamic civilization in medieval times and its decline relative to Europe in the early modern era, 1500-1750.
This course is cross-listed as MEST 121.
Attributes: Global Diversity, HIST Middle Eastern Hist Crs, INST Middle East/N Africa Crse, MEMS Elective, Pre-1800 History Course, Social Sciences

122 Middle East since 1750
Bureaucratic-military reforms of the 19th century in Egypt and the Ottoman Empire, European imperialism, regional nationalisms, contemporary autocratic regimes, and the politicization of religion.
This course is cross-listed as MEST 122.
Attributes: Global Diversity, HIST Middle Eastern Hist Crs, INST Middle East/N Africa Crse, Post-1800 History Course, Social Sciences

130 Early Latin American History to 1800
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.

This course is cross-listed as LALC 230.
Attributes: Global Diversity, HIST Latin American Hist Crs, INST Latin America Course, Lat Am, Latinx, Carib St Elect, MEMS Elective, Portuguese & Brazilian Studies, Pre-1800 History Course, SPAN/PORT Elective, SPAN/PORT Pre-Contemporary Crs, Social Sciences, Sustainability Connections

131 Modern Latin American History since 1800
Introduction to Latin American history since independence and the consolidation of national states to the recent past. Students explore social, economic, and political developments from a regional perspective as well as specific national examples.
This course is cross-listed as LALC 231.
Attributes: HIST Latin American Hist Crs, INST Latin America Course, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, Post-1800 History Course, Social Sciences

150 History of Science
A global survey introduction to the history of science, technology, and medicine from ancient times to the present. The course emphasizes how scientific knowledge is created and used in the context of cultural, economic, social, and environmental change. Follows a comparative cultural approach, showing how knowledge of nature has developed in diverse places, including many parts of the non-Western world such as China, India, Mesoamerica, and the Middle East. Surveys major changes in ideas, institutions, and social context from the emergence of Western science in early modern Europe to the present.
Attributes: HIST Global Comp Hist Crs, Social Sciences

151 History of Environment
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.
Attributes: ENST Env Stud Spec (ESSP), Food Studies Elective, HIST Global Comp Hist Crs, INST Sustain & Global Environ, Social Sciences, Sustainability Investigations

170 African Civilizations to 1850
This course provides an overview to the political, social, and ecological history of Africa.

We will examine the peopling of the continent, the origins of agriculture, the growth of towns and the development of metal technology. Written sources before the 1400s are almost nonexistent for most of Africa, and so we will use archaeological and linguistic sources. The geographic focus of the course will be the Middle Nile, Aksum in Ethiopia, the Sudanic states in West Africa, Kongo in Central Africa, the Swahili states of the East African coast, and Zimbabwe and KwaZulu in Southern Africa. We will also examine the Atlantic Slave Trade and the colonization of the Cape of Good Hope.
This course is cross-listed as AFST 170.
Attributes: AFST - Africa Course, Global Diversity, HIST African History Course, Pre-1800 History Course, Social Sciences, Sustainability Connections

171 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.
This course is cross-listed as AFST 171.
Attributes: AFST - Africa Course, Global Diversity, HIST African History Course, Post-1800 History Course, Social Sciences

204 Introduction to Historical Methodology
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.
Prerequisite: one previous course in history.
Attributes: AMST American History Elective

205 Public History
Public history explores the ways history is put to work in the world. Public historians–who work in a range of institutions–share a commitment to making history relevant and useful in the public sphere beyond the walls of the traditional classroom. Sites of public history include educational spaces, archives, and, at times, contested places: battlefields, museums, documentaries, historical societies, national and state parks, local oral history projects, and sites of historic preservation. Public history is firmly rooted in the methods of the discipline of history, but with an added emphasis on the skills and perspectives useful in public history practice and on the ethics of listening to multiple publics. The term “public history” emerged in the 1970s in the United States with an emphasis on

ideals of social justice, political activism, and community engagement. In other parts of the world, public history is often known as "Heritage Studies". In this course, students will learn about the evolution of the field of public history, discuss best practices and practical challenges within the field, and will culminate the learning process through work on a public history project in conjunction with the Cumberland County Historical Society.
Attributes: AMST American History Elective, HIST North American Hist Crs, Post-1800 History Course, Social Sciences

206 American Environmental History
Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North America environment from the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement.
Attributes: AMST American History Elective, AMST Struct & Instit Elective, ENST Society (ESSO), HIST North American Hist Crs, INST Sustain & Global Environ, Social Sciences

207 History of the Climate Crisis
While we may think of climate change mostly in terms of the futures it threatens, it's a human-created disaster and so has a human history. So too do the solutions currently underway to respond to it. In this class we'll examine the rise of fossil fuels, the building of unequal and vulnerable landscapes, the birth and development of climate science, the intentional construction of climate denial, and the consequent failures of climate politics. However, we'll also look at the histories of renewable energy, soil building, mass forest planting, ocean farming, organic farming, protest, movement-building, regulation, and political action. In doing so, we'll help create usable histories for a survivable and ethical future.
Attributes: ENST Env Stud Spec (ESSP), HIST North American Hist Crs, INST Sustain & Global Environ, Post-1800 History Course, Social Sciences, Sustainability Investigations, Writing in the Discipline

211 Topics in American History
Selected areas and problems in American history. Suitable for beginning history students,

majors, and non-majors.
Attributes: HIST North American Hist Crs, Social Sciences

213 Topics in European History
Selected areas and problems in European history. Suitable for beginning history students, majors, and non-majors.
Attributes: HIST European History Course, MEMS Elective, Social Sciences

215 Topics in Comparative History
Selected areas and problems in comparative history. Suitable for beginning history students, majors, and non-majors.
Attributes: Social Sciences

216 Topics in African History
Selected areas and problems in African history. Suitable for beginning history students, majors, and non-majors.
Attributes: HIST African History Course, Social Sciences

217 Topics in Asian History
Selected areas and problems in Asian history. Suitable for beginning history students, majors, and non-majors.
Attributes: HIST Asian History Course, Social Sciences

218 Topics in Latin American History
Selected areas and problems in Latin American history. Suitable for beginning history students, majors, and non-majors.
Attributes: HIST Latin American Hist Crs, Social Sciences

219 Topics in Middle Eastern History
Selected areas and problems in Middle Eastern history. Suitable for beginning history students, majors, and non-majors.
Attributes: HIST Middle Eastern Hist Crs, Social Sciences

220 Greek History
An introduction to the history of ancient Greece focusing on the Persian Wars, the Peloponnesian Wars, ancient Greek intellectual and cultural achievements, and the rise of Macedon. Topics include race, gender and sexuality. Students develop habits for reading ancient and modern sources critically. Assignments introduce students to the primary tools, methods, and conventions of researching and writing in the field of ancient history.
This course is cross-listed as CLST 251.

Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, HIST European History Course, Pre-1800 History Course, Writing in the Discipline

221 Roman History
An introduction to the history of ancient Rome focusing on the rise and fall of the Republic, the Augustan Age, and the Principate. Topics include race, gender, and sexuality. Students develop habits for reading ancient and modern sources critically. Assignments introduce students to the primary tools, methods, and conventions of researching and writing in the field of ancient history. *Cross-listed as CLST 253.*
Attributes: ARCH -Mediterranean Arch Elect, ARCH Area A Elective, HIST European History Course, Pre-1800 History Course, Social Sciences, Writing in the Discipline

222 Feudal Europe
A study of the emergence of feudalism and an evaluation of its role in the development of western Europe.
Offered every other year. This course is cross-listed as a MEMS 200 topics course.
Attributes: HIST European History Course, INST European Course, MEMS Elective, Pre-1800 History Course, Social Sciences

223 Renaissance Europe
A study of prevailing conditions (social, economic, political, and cultural) in western Europe with particular attention given to the achievements and failures of the Renaissance.
Offered every other year.
Attributes: HIST European History Course, INST European Course, Italian Studies History, MEMS Elective, Pre-1800 History Course, Social Sciences

224 Rise and Fall: Political History in the Ancient Mediterranean
A study in the political history of the societies of the ancient Mediterranean world. We focus on the episodes of constitutional creation and change, the intersection of politics and the judiciary, concepts of citizenship and enfranchisement, and the legalities of war from declaration to cessation. Regular topics will include the Achaemenid Empire, Carthage, Athens after Salamis, and the Women of the Republic and Principate. Readings will be chosen primarily from the ancient biographers, ancient constitutions, the epistolary tradition, and modern scholarship. We will also frequently consider evidence from the material record.
This course is cross-listed as CLST 213 and LWJS 258.
Attributes: HIST Global Comp Hist Crs, Humanities, LAWP Law Elective, LWJS Institutions Elective, Pre-1800 History Course, Social Sciences

231 Modern France
French society, culture, and politics from the French Revolution to the present. Themes include revolutionary tradition, the development of modern life in Paris, the French empire, and the impact of World War I and II.
Offered every other year.
Attributes: HIST European History Course, Post-1800 History Course, Social Sciences

232 Modern Italy
A survey of social, cultural, and political developments from the beginnings of the Risorgimento in the 18th century to the post-war period, including the effects of the Napoleonic period, the unification of Italy, World War I, Fascism, World War II, and the Cold War.
Offered every other year.
Attributes: HIST European History Course, Italian Studies History, Post-1800 History Course, Social Sciences

234 Fascism, Socialism, and Daily Life: Europe, 1914-45
Europeans between the two world wars experienced dramatic changes. The economy collapsed, exciting and controversial art movements emerged, developments in psychology and physics changed the way we understood humans and the physical world, and of course extreme forms of politics arose across the continent, particularly fascist and communist countries building on the politics of division, hatred, and violence. This highly dynamic period often gets ignored because it is overshadowed by the two world wars that preceded and followed it. Part of this course will be to examine how the ripples from one war led to developments that anticipated the second. Moreover, we will examine how some of the democratic societies allowed themselves to slip into authoritarian dictatorships.
Attributes: HIST European History Course, INST European Course, Post-1800 History Course, Social Sciences

247 Early American History
An examination of North American history from the earliest contacts between European and American peoples to the eve of the American Revolution. Particular attention is devoted to the interplay of Indian, French, Spanish, and English cultures, to the rise of the British to a position of dominance by 1763, and to the internal social and political development of the Anglo-American colonies.
Attributes: AMST American History Elective, HIST North American Hist Crs, MEMS Elective, Pre-1800 History Course, Social Sciences

248 The American Revolution
This course will focus on the period between 1763 and the first decade of the 1800s in North America, a time of tumultuous upheaval, intellectual ferment, and sporadic but intense violence which culminated in the creation of the United States. It will cover topics such as the expulsion of the French from North America, the rise of the a bourgeois public sphere, colonial contestation over sovereignty with Great Britain, the role of the military and violence in the new nation, republicanism, and the immediate ramifications of independence on a wide variety of groups within North America, such as women, American Indians, and free and slave African Americans.
Attributes: HIST North American Hist Crs, Pre-1800 History Course, Social Sciences, US Diversity

253 Autocracy, Uprisings, and Daily Life in Medieval Ukraine, Russia, and its Empire
This course will survey the first 1000 years of the eastern Slav lands that are now Russia, Ukraine, and Belarus and the expanding empire of the former into Central Asia and the Caucasus. Students will gain a better understanding of the region's political, economic, social, and cultural development and how it can inform our understanding of Russia today. We will examine the early formation of multi-ethnic clans into a large multinational empire while highlighting state formation, the role of women, church power, the arts, and nationality conflict. The course concludes with the impending collapse of the Russian empire under Tsar Nicholas II.
This course is cross-listed as RUSS 253.
Attributes: HIST European History Course, INST Russia/USSR/Post-Soviet, MEMS Elective, Pre-1800 History Course, Social Sciences

254 Revolution, War, and Daily Life in Modern Russia
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.
This course is cross-listed as RUSS 254.
Attributes: HIST European History Course, INST Russia/USSR/Post-Soviet, Post-1800 History Course, Social Sciences

257 European Intellectual History
Main currents of Western thought from the 17th century to the present with emphasis upon the interaction of ideas and social development.

Offered every other year.
Attributes: HIST European History Course, INST European Course, Post-1800 History Course, Social Sciences

259 Islam
An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times.
This course is cross-listed as MEST 259 and RELG 259.
Attributes: Global Diversity, HIST Middle Eastern Hist Crs, Humanities, INST Middle East/N Africa Crse, Pre-1800 History Course, Religion - Western Traditions, Social Sciences

260 World on the Move: Migrations since 1850
This course examines migrations since the middle of the nineteenth century by comparing different historical moments, societies, and experiences. The basic questions it seeks to address are: Why have people moved in different historical moments and across different spaces? How have they been received by other societies? What regimes of state control have emerged over time and why? Why have some migrants been welcomed as new citizens while others have been rejected, considered as a menace to receiving societies' values and culture? How have migrants navigated the tension created by their projects and those of societies of origin and destination? How have migrants accommodated to or challenged the reality of migration, transnational living, and changing migration regimes? The course will include a wide variety of migrant experiences, such as labor migrations, migrations in imperial and post-colonial spaces, family migration, and displaced peoples and refugees.
Attributes: Global Diversity, HIST Global Comp Hist Crs, INST World Economy & Developmt, Lat Am, Latinx, Carib St Elect, Post-1800 History Course, Social Sciences

261 History of Medicine and the Body in East Asia
This course is an introduction to the history of medicine in East Asia. We will begin by exploring the theoretical and practical underpinnings of classical Chinese medicine, which was the foundation of healing practices in premodern China, Korea, and Japan. We will then move on to trace the introduction of modern bio-medicine and the eventual reemergence of "Traditional Chinese Medicine" (TCM) as an alternative style of therapy in the 20th century. We will also consider a wide range of topics that have generated compelling intellectual dialogue, including the relationship between doctors and patients and between medicine and the state. The history of medicine in East Asia is a lively field filled with intriguing problems and compelling arguments. A key aim of this course is to

weigh the efficacy of these arguments while crafting your own position regarding the place of healing in society.
This course is cross-listed as EASN 261-01.
Attributes: EASN China Elective, East Asian Social Sci Elective, Global Diversity, HIST Asian History Course, Health Studies Elective, NRSC Non-Div 3 Elective, Pre-1800 History Course, Social Sciences

262 Life and Death in the Age of the Samurai and Geisha
In this course, we critically investigate the surprising origins behind some of the most pervasive icons of premodern Japan. By analyzing a variety of historical sources, including diaries, picture scrolls, and woodblock prints, students will gain insight into what it was like to live in the 12th–19th centuries. Topics include the rise of the samurai as a military and political force, the development of geisha as skilled entertainers, and how those figures featured in everyday life. By analyzing these sources and engaging with new, innovative scholarship, students will learn how to craft original and compelling arguments that change the way we understand premodern Japanese society and culture.
This course is cross-listed as EASN 262.
Attributes: EASN Japan Elective, East Asian Social Sci Elective, Global Diversity, HIST Asian History Course, Japanese Social Science Elect, MEMS Elective, Pre-1800 History Course, Social Sciences

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.
This course is cross-listed as AFST 272 and LALC 272. Offered every two years.
Attributes: AFST - Africa Course, AFST - Diaspora Course, AMST American History Elective, AMST Struct & Instit Elective, Global Diversity, HIST African History Course, HIST Global Comp Hist Crs, HIST Latin American Hist Crs, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, Pre-1800 History Course, Social Sciences

273 African Americans Since Slavery
Focuses on the history of Americans of African ancestry in the years following the American Civil War, which ended in 1865. The course examines several important transformations of African Americans as a people. In the first, we consider the transition from slavery to a nominal but highly circumscribed "freedom," which ended with the destruction of Reconstruction governments in the South. We consider the institution-building and community-building processes among African Americans, and the development of distinctive elite and folk cultures among various classes of black people. We examine the Great Migration north and west between 1900 and 1920, and the urbanization of what had been a predominately rural people. Fifth, we consider the differential impact of World War I, the Great Depression, and the New Deal and World War II on African Americans, and the creation of the Civil Rights Movement in the 1950's - 1980's.
This course is cross-listed as AFST 221. Offered every two years.
Attributes: HIST North American Hist Crs, Post-1800 History Course, Social Sciences, US Diversity

274 The Rise and Fall of Apartheid
The peaceful transition from *apartheid* to democracy in South Africa in the early 1990s was widely hailed as the "South African Miracle." This course asks why such a transition should be considered miraculous. In order to answer our question, we will begin with South African independence from Britain in 1910 and study the evolution of legalized segregation and the introduction in 1948 of *apartheid.* After reviewing opposition movements we will move to a discussion of the demise of apartheid and the negotiated political order that took its place. We will examine the machinery and the deliberations of the Truth and Reconciliation Commission, and debate its accomplishments. The course ends with an examination of memory and history.
This course is cross-listed as AFST 274.
Attributes: Global Diversity, HIST African History Course, Post-1800 History Course, Social Sciences

275 The Rise of Modern China
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.
Offered every two years.

Attributes: Global Diversity, HIST Asian History Course, Post-1800 History Course, Social Sciences

277 European Empires
This course will investigate the building, celebration and dissolution of the European empires moving from the 15th century into the 20th century. Definitions of imperialism as it developed over time will be discussed. The readings look at the effects of empire in Europe as well as some of the effects in the colonies, including works by Christopher Columbus, William Shakespeare, George Orwell, and Chinua Achebe.
Offered every two years.
Attributes: HIST European History Course, Post-1800 History Course, Social Sciences

278 European Women's History
This course will explore the lives of European women in the modern period (1789 to the post WWII period). It looks at both rural and urban women, issues of class, family and motherhood as well as demands for social and political rights for women. The readings include primary sources such as housekeeping guides, novels and war propaganda as well as secondary sources such as biographies and anthropological studies.
Offered every two years.
Attributes: HIST European History Course, Post-1800 History Course, Social Sciences, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

280 Medieval and Renaissance Women
Women have always constituted approximately half of the human population, and yet at virtually all times and places they have been subordinate to men; and until fairly recently their history has been ignored. Beginning with the Ancient World and continuing up to the sixteenth century, this course will investigate the status and ideas about women in various cultures. Relying on primary documents, we will consider the influences that affected the position of women, and when the sources permit, how women regard their situation.
Offered every two years.
Attributes: HIST European History Course, Pre-1800 History Course, Social Sciences

282 Diplomatic History of the United States
Description and analysis of the nation's role in world affairs, from the earliest definitions of a national interest in the 18th century, through continental expansion, acquisition of empire, and world power, to the Cold War.
This course is cross-listed as INST 282.
Attributes: AMST American History Elective, HIST North American Hist Crs, INST Diplomatic History Course, Post-1800 History Course, Social Sciences

283 Latin American-U.S. Relations
A study of political, economic, and cultural relations between Latin America and the United States from the early 19th century to the present. The evolution of inter-American relations is analyzed in light of the interplay of Latin American, U.S., and extra-hemispheric interests.
This course is cross-listed as LALC 283.
Attributes: AMST American History Elective, HIST Latin American Hist Crs, HIST North American Hist Crs, Lat Am, Latinx, Carib St Elect, Post-1800 History Course, Social Sciences

284 Ecological History of Africa
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.
This course is cross-listed as AFST 284. Offered every two years.
Attributes: AFST - Africa Course, ENST Env Stud Spec (ESSP), Global Diversity, HIST African History Course, INST Sustain & Global Environ, Post-1800 History Course, Social Sciences

286 New Nation
Reading and research in the political, economic, and social developments of the U.S. during the first generations of official nationhood, from the writing and ratification of the Constitution to the end of the Mexican War.
Attributes: AMST American History Elective, AMST Struct & Instit Elective, HIST North American Hist Crs, Pre-1800 History Course, Social Sciences

288 Civil War - Reconstruction
A study of the political, economic, social, and intellectual aspects of 19th century America from 1848 to 1877. Attention is given to the causes and course of the Civil War and evaluates the results of Reconstruction.
Attributes: AMST American History Elective, HIST North American Hist Crs, Post-1800 History Course, Social Sciences

298 Latin American Migrations in the U.S.
This course examines the history of Latin American and Spanish-speaking Caribbean immigration to the United States from the late nineteenth century to the turn of the twenty-first century from a comparative perspective. The first half of the course will look at a variety of immigrant groups from Mexico, Central America, South America, and the Caribbean. Some groups will be discussed more in-depth and in comparative perspective as examples of distinctive historical trajectories and immigration experiences—from labor migration, to exile, to internal migrants in neocolonial contexts. We will discuss such key topics as rural and urban experiences, the role of transnational networks, the making of the "illegal" or undocumented immigrant, economic and sociocultural adaptation, youth cultures, activism and resistance, different forms of diversity within immigrant groups, and the changing perceptions about and reception of Latin American and Caribbean immigrants and their descendants in the United States.
Cross-listed as LALC 298.
Attributes: HIST Latin American Hist Crs, HIST North American Hist Crs, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, Post-1800 History Course, Social Sciences, US Diversity

311 Studies in American History
Selected areas and problems in American history. Designed for majors and for non-majors who have taken courses in related fields.
Attributes: HIST North American Hist Crs, Social Sciences

313 Studies in European History
Selected areas and problems in European history. Designed for majors and for non-majors who have taken courses in related fields.
Attributes: HIST European History Course, Social Sciences

315 Studies in Comparative History
Selected trends and problems studied comparatively in various periods and geographical areas. Designed for majors and for non-majors who have taken courses in related fields.
Attributes: Social Sciences

316 Studies in African History
Selected areas and problems in African history. Designed for majors and non-majors who have taken courses in related fields.
Attributes: HIST African History Course, Social Sciences

317 Studies in Asian History
Selected areas and problems in Asian history. Designed for majors and non-majors who

have taken courses in related fields.
Attributes: HIST Asian History Course, Social Sciences

318 Studies in Latin American History
Selected areas and problems in Latin American history. Designed for majors and non-majors who have taken courses in related fields.
Attributes: HIST Latin American Hist Crs, Social Sciences

319 Topics in Middle Eastern History
Selected areas and problems in Middle Eastern history. Designed for majors and non-majors who have taken courses in related fields.
Attributes: HIST Middle Eastern Hist Crs, Social Sciences

321 Gender and Sexuality in Modern Japanese History
This course explores how sexuality and gender have been continually redefined and experienced throughout modern Japanese history. We will analyze the changes Japanese society underwent from the 19th century to the mid-20th century, paying particular attention to transformations in eroticism, same-sex love, family structure, and gender roles. A key theme of the course is the socially-constructed nature of gender norms and how women and men frequently transgressed feminine and masculine ideals, a theme that we will explore through both primary sources in translation and secondary scholarship. This course will also acquaint students with the skills and tools of historical research and writing. Building upon in-class workshops and a series of short-essay assignments, the final goal of the course will be to produce a paper that analyzes the development of this dynamic field of history.
This course is cross-listed as EASN 321 and WGSS 321.
Attributes: EASN Japan Elective, East Asian Social Sci Elective, Global Diversity, HIST Asian History Course, Post-1800 History Course, Social Sciences, WGSS Hist/Theories/Represent, WGSS Transntl/Global Perspect, Writing in the Discipline

333 The First World War
A study of the causes, progress, and consequences of the first global conflict of modern times. Particular attention is paid to the political and social impact of total warfare on the participating nations.
Offered every other year.
Attributes: HIST European History Course, HIST Global Comp Hist Crs, INST European Course, Post-1800 History Course, Social Sciences

358 19th-20th Century European Diplomacy
European diplomatic history from the Congress of Vienna through World War II.

This course is cross-listed as INST 358. Offered occasionally.
Attributes: HIST European History Course, INST Diplomatic History Course, Post-1800 History Course, Social Sciences

370 Cold War in Africa 1945-1990
Even as the nuclear deterrent kept Europe and North America largely free of warfare after 1945, Cold War rivals fought proxy wars across Africa. This course examines the Cold War calculations of the superpowers and others in the region and assesses the overlapping objectives and interests of African nationalists, white settlers, and decolonizing empires. After an examination of Cold War history and an assessment of Africa's historical development, we will focus on case studies: Guinea, The Congo, Angola, Rhodesia/Zimbabwe, and South Africa. The course ends with an analysis of U.S., Soviet, Cuban, and African interpretations of how the Cold War impacted Africa(ns).
Attributes: Global Diversity, HIST African History Course, Post-1800 History Course, Writing in the Discipline

371 The Arab-Israeli Conflict
A study of conflict through four phases: the early stages of the Zionist movement and its impact in Ottoman Palestine to 1917; Zionist immigration and settlement and Arab reaction during the Mandate period; the creation of Israel and its wars with the Arab states to 1973; and the rise of a Palestinian Arab nationalist movement and the challenges it poses to Arab states and Israel.
This course is cross-listed as MEST 231.
Attributes: HIST Middle Eastern Hist Crs, INST Middle East/N Africa Crse, Post-1800 History Course, Social Sciences

374 African Women's History
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.
This course is cross-listed as AFST 374 and WGSS 374. Offered every two years.
Attributes: Global Diversity, HIST African History Course, Post-1800 History Course, Social Sciences

375 Hitler, Stalin, Mussolini, and the Rise of Authoritarianism
Contrary to the hope of contemporaries, World War I was not "the war to end all wars." Instead, at its end Europe emerged into a world of unprecedented turmoil and confusion, a time that was nonetheless permeated with hope, idealism, and possibility. This course explores European politics, society, gender, economics, and culture between 1918 and 1945, focusing on the extreme developments in Germany, Russia, and Italy during this time. We will examine the emergence, development, form, and consequences of the rule of Hitler, Stalin, and Mussolini while also comparing to executive state expansion under FDR. Students will learn to think about modern state practices rather than lumping countries into unhelpful and inaccurate categories like “totalitarian.”
This course is cross-listed as GRMN 275. Offered occasionally.
Attributes: HIST European History Course, Italian Studies History, Post-1800 History Course, Social Sciences

376 The Holocaust
The course explores the causes of the Shoah/Holocaust, including anti-Semitism, the eugenics movement, the growth of the modern state, and the effects of war. Themes will also explore perpetrator motivation, gendered responses, bystanders and rescuers, and the place of the Holocaust among other genocides. Students will approach the Holocaust through its historiography, which will equip them to interpret facts and understand how and why scholars have shifted interpretations over time.
This course is cross-listed as GRMN 276 and JDST 316. Offered occasionally.
Attributes: HIST European History Course, Post-1800 History Course, Social Sciences

377 Consumerism, Nationalism and Gender
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.
Offered every two or three years.
Attributes: HIST European History Course, Post-1800 History Course, Social Sciences, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

378 Society and the Sexes
This is a reading seminar that investigates three separate but interrelated threads - the history of sexuality, the history of the body and the construction of gender - in both pre-industrial and modern Europe. The course explores how definitions of male/female and feminine/masculine have changed over time and how they shaped the life experiences of men and women. Readings will include medical opinions, legal texts, diaries, novels, and political debates.
Offered every two or three years.
Attributes: HIST European History Course, Post-1800 History Course, Social Sciences, WGSS Intersect/Instit/Power, WGSS Sexual & Gendered Plural

384 Immigration, Race and the Nation in Latin America
Characterized by a racially and ethnically diverse population, race has been contested terrain in the countries of Latin America. After independence, some countries embraced the mixed heritage of their societies as a distinctive feature of their national identities while others tried to change it by implementing active policies of immigration as well as policies of marginalization and erasure of Indigenous and Black populations. By looking at different national cases in comparison, this course explores how notions of race, ethnicity, and nationhood have varied in Latin America over time. It discusses such topics the legacies of slavery, racial democracy, Indigenous policies, nationalism, and nativism. It incorporates the experiences of European and Asian immigrants in the region and the impact immigration had on Indigenous and Afro Latin American populations. Class materials will give special attention to the different ways in which scholars have approached these topics over time.
Cross-listed as LALC 384.
Attributes: Global Diversity, HIST Latin American Hist Crs, LALC Research Methods Course, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, Post-1800 History Course, Social Sciences, Writing in the Discipline

389 Native Peoples of Eastern North America
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.
Attributes: AMST Struct & Instit Elective, ARCH Area B Elective, HIST North American Hist Crs, Post-1800 History Course, Social Sciences

404 Senior Research Seminar
An examination of the historiography of a major topic, culminating in a substantial research paper based in significant part on the interpretation of primary sources.
Prerequisite: 204 and 304 (or its equivalent), or permission of instructor.
Attributes: Social Sciences

Humanities

General Information

In all courses given the humanities designation, students study the aesthetics of specific human works in various media and inquire into the meanings of human existence embodied or suggested there. The courses explore the varied historical and cultural contexts of such works to support the primary focus upon the integrity and artistic character of the works themselves. The instruction is interdisciplinary.

Courses

120 Masterworks of Western World
A study of a small number of works from the several arts, these may be from architecture, the graphic arts, literature and music. The intent is 1) to focus on the works themselves, their dialectics of form and content, and 2) to inquire into their historical cultural contexts, and 3) to explore the conditions and character of each achievement, both in its own setting and in its potential for more universal aesthetic power. Works will be chosen from the Western Tradition, from fifth century Athens, through Medieval, Renaissance and Modern Europe, to modern America.
Open to first and second year students. This course fulfills the Humanities (Division I A), Humanities (Division I B), or Arts (Division I C) distribution requirement, depending upon topic.
Attributes: Humanities

220 Masterpieces of the Western World
This course will have the same syllabus as Humanities 120. Identical materials are covered and lectures given jointly. However, the course will have its own discussion groups, and a more advanced level of interpretive skills will be assumed both for group discussions and for evaluation.
Open to juniors and seniors.
Attributes: Humanities

Note: Students may take either course for credit but not both. Either course fulfills the Humanities distribution requirement.

The following course is offered in England:

109 London's History and Culture
A topics course which focuses upon the ways that history, literature, and the arts shape culture, using the city of London and its environs as a laboratory.
Taught in the Summer Semester in England only.

Interdisciplinary Studies

Courses

100 State and Society in the U.S.
This course introduces students to the basic elements of state and society in the United States, from basic tenets of governance to broader elements of historical and contemporary identity and culture in American life. Its underlying theme is the historical struggle between "pluribus" and "unum," as reflected in the U.S. motto "E pluribus unum" (out of the many, one): how well has the United States sustained itself as a singular noun? How have the demands of diversity - a welcome but always-contested expansion of the "we" in "we, the people" - been reflected in government, the arts, popular culture, the media, or for that matter daily neighborhood life? These topics will be addressed in both classroom sessions and "study tours" that may include travel to Harrisburg, Gettysburg, Philadelphia, and Washington, DC. Along the way, the course also seeks to model key pedagogies common in the liberal arts classroom, emphasizing discussion, collaboration, close reading, and, in conjunction with WRPG 101, U.S. Research Writing for International Students.
Offered in Summer only during the International Student Summer Institute. Open to international students immediately prior to their enrollment at Dickinson as first-year matriculants. One-half course. Co-requisite: WRPG 101.

150 Introduction to Intercultural Communication
This course examines the basic elements of interpersonal communication and culture as the two relate to one another. Emphasis is given to the influence of culture on the interpretation of the communication act and to the communication skills that enhance cross-cultural communication.
Offered in Summer School only.

200 Democratic Education: Engaging Across Differences
The role of schools, colleges, and universities in educating students to participate in democratic life has been infringed upon in recent years. First, we will examine the broader conversation around democratic education, how different stakeholders conceptualize it, and examples of the challenges to it in both K-12 and higher education contexts. Second, we will consider the cultural forces that threaten students' full participation in classroom discourse – namely, polarization, echo chambers, canceling, self-censorship, and misinformation. Third, we will explore different modes of public conversation: debate, dialogue, deliberation, discussion, and demonstration. We will co-construct a democratically engaged space and learn the skills needed to interact effectively with each other – community building, active listening, productive questioning, emotional regulation, effective group work, productive disagreement, among others. Together we will practice the skills that inform purposive communication across differences in classrooms, on campuses, and in communities.
Prerequisite: FYSM 100.
Attributes: Humanities, Social Sciences

250 Selected Topics in Interdisciplinary Studies
A topics course that examines an issue by incorporating approaches and perspectives from two or more of the fundamental branches of the academic curriculum: the arts, humanities, social sciences and natural sciences.
Prerequisite dependent upon topic.

260 AI as a Partner
This course explores how generative AI can be used as a partner in thinking, learning, and decision-making across academic, professional, and creative contexts. Designed for students of all disciplines and technical backgrounds, AI as a Partner emphasizes intentional, responsible collaboration with AI rather than automation or shortcutting. Students will examine how AI systems work at a conceptual level, explore ethical and academic implications throughout the course, and engage in hands-on activities that use AI to support reading, problem solving, reasoning with data, planning, creativity, and communication. Particular attention is given to judgment, transparency, and the limits of AI-supported reasoning. The course culminates in a student-designed project in which students articulate and defend a position on what it means to use AI responsibly as a partner, supported by evidence from their own work in the course.
Sophomores, juniors and seniors only.

301 Profiles in Leadership
Why are some leaders more effective than others? How do accomplished leaders practice

leadership in their workplaces, communities, and families? What are the most important challenges today's leaders need to confront? Leadership is a complex undertaking that requires knowledge and understanding of several proficiencies. The purpose of this course is to build these proficiencies. This course combines weekly presentations by some of Dickinson's most distinguished alumni with in-depth discussion on many contemporary leadership issues. Most weeks, one class session will be devoted to an alum's presentation focusing on the leader's civic and professional experiences. Students will be active participants engaging in a question & answer discussion. The second weekly class will focus on the review of relevant issues in the study of leadership as well as practical exercises to reinforce the course learning outcomes.
Prerequisites: INBM 100, 230 or permission of the instructor. This course is cross-listed as INBM 301.

390 Intercultural Seminar
This seminar is offered at selected Dickinson Centers abroad to encourage students to reflect broadly on their site-specific experiences. The experiential and the theoretical dimensions of out-of-class experiences such as internships and service learning reinforce and enrich one another, providing students with a window onto the workings of their host society. Through readings, class discussions, writing assignments, and presentations, this seminar provides a rigorous academic context for evaluating and understanding the experiential components of the course. Offered only at selected Dickinson Centers abroad programs. Contact the Center for Global Study and Engagement for the list of programs offering this course.

International Business & Management

Learning Outcomes

Upon graduation from Dickinson, International Business and Management majors will be able to:

- describe the basic concepts and analytical methods from the core areas of international business and management -- economics, accounting, finance, marketing, organization and management, ethics, and business strategy;
- analyze business cases of companies in a global context, including gathering and interpreting data, identifying companies' strategic issues, evaluating alternative solutions, and providing actionable recommendations;

- work effectively in a management team, applying business concepts, analytical methods, and teamwork skills to running a virtual company ethically and profitably in a simulated, competitive global market;
- demonstrate and describe cross-cultural contexts that are essential to doing business in international or global contexts.

Major

15 courses and a noncredit internship

CORE ECONOMICS COURSES (2)
ECON 111: Introduction to Microeconomics
ECON 112: Introduction to Macroeconomics

CORE BUSINESS COURSES (8)
100: Fundamentals of Business
110: Fundamentals of Accounting
220: Managerial Decision Making
230: International Organizational Behavior
240: Marketing in a Global Context
250: Finance
290: International Business: Theory and Context
400: Seminar in International Business Policy & Strategy

FOREIGN LANGUAGE ELECTIVE COURSES (2)
Two courses beyond the intermediate level in one foreign language. (American Sign Language cannot be used to fulfill the foreign language requirement for the International Business & Management curriculum.)

International students who have fulfilled the language requirement in their native language and who do not pursue a second language as part of their program at Dickinson must take two courses with U.S. content in the social sciences or humanities.

ELECTIVE COURSES (3)

Three INBM 300 electives; or

Two INBM electives plus a third course beyond the intermediate level in one foreign language; or

Two INBM 300 electives plus, after consultation with the student's INBM advisor and completion of appropriate prerequisites, a business-relevant course above the introductory level selected from another department or program

A REGISTERED INTERNSHIP through the Academic Internship Program or **approved internship during a Study Abroad Experience** (see Center for Career Development and Center for Global Study and Engagement)

NOTES:

1) Students are eligible to declare the INBM major after successful completion of, or current enrollment in, at least three of the following four courses: ECON 111, ECON 112, INBM 100 and INBM 110.

2) The INBM major requires core competence in mathematics. If a student has not scored 600 on the Math SATs or at least a 15 on the Math placement test administered by the Math Department, the student will need to strengthen their math skills in order to thrive in the major. The department suggests a student prepare by following a course of self-study that includes algebra and geometry, or by taking MATH 121 or 151.

Suggested curricular flow through the major

First Year
Progress in completing ECON 111, 112
INBM 100, 110
Foreign language courses

Sophomore Year
Progress in completing 220, 230, 240, 250, and 290 (Plan to complete at least 3 of 5 prior to studying abroad. Note that we strongly encourage INBM majors to complete INBM 220 during their sophomore year and to complete it before enrolling in INBM 250.)
Continued foreign language study

Junior Year
Majors are encouraged, but not required to study abroad for a semester or full year.
Students may continue taking foreign language courses
Courses in the core (when appropriate)
Electives at the 300-level

Senior Year
Completion of the INBM 300-level electives (if still needed)
INBM 400

The INBM major also requires that students complete an internship. We recommend that students fulfill this requirement prior to their senior year. See the Resources for IB&M Majors webpage for additional guidance.

INBM Recommended Course Progression chart.

INBM Major Requirements Checklist.

Of course, students not following these guidelines may still be able to complete the major but may not be able to spend a full year abroad and may be limited in pursuing other academic designations (minor, major, certificate).

For more information on the suggested guidelines, please feel free to contact an INBM faculty member for clarification.

Honors

Candidates for honors in the INBM major must obtain at least a 3.6 overall GPA, be in the top 10% of the senior class majors by major GPA and earn, or be on track to earn, an A or A- in INBM 400. After meeting these criteria, candidates will be invited to produce an individual analysis of a business case study that will be presented formally to the INBM faculty. The faculty will award honors to those presentations judged to have honors quality.

Courses

100 Fundamentals of Business
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.
Attributes: LAWP Policy Elective, Sustainability Connections

110 Fundamentals of Accounting
This is a core course designed to provide students with a fundamental knowledge of the "language of business" and its applications for decision-making purposes. The course is organized into three sections. In the first section students learn about the accounting cycle- essentially the analysis and recording of financial transactions and the preparation

of financial statements in accordance with Generally Accepted Accounting Principles (GAAP). The second section of the course focuses on the analysis and interpretation of financial statements. This section emphasizes the use of financial information by external stakeholders for decision making. The third section of the course concentrates on the fundamentals of management accounting. This section centers on the use of accounting information for operational performance evaluation as well as operational and capital decision making. By the end of the course, students will understand the basic principles and concepts of accounting, the business and economic activities that generate accounting information, how accounting information is used by internal and external stakeholders for economic decision making, and how accounting affects society and individuals.
Attributes: Quantitative Reasoning

190 Special Topics in International Business and Management
A topics course examining topical issues in international management. Offerings presume no prior business or management knowledge and are suitable for both first year students and non-majors. Examples of possible topics include: financial literacy, decision-making or leadership.

220 Managerial Decision Making
Applies the principles and methods of economics to analyze problems faced by managers in a business or other type of organization. This course emphasizes how managers can (and should) use economic tools to further the objectives of the organization. Emphasis is on application of theory to actual business decisions. Many applications will require students to build economic models using spreadsheets, just as they will be required to do in a business setting.
Prerequisite: ECON 111 and INBM 110.

230 International Organizational Behavior
This course looks at how human systems function within the structure of the organization and how individual and group behaviors affect collective organizational culture and organizational effectiveness. Students study individual, interpersonal, and group processes; the relationship between attitudes and behavior; ethical decision-making; and the management of organizational conflict and change. Approaches for developing leadership, managing conflict, communicating effectively, enhancing efficiency, and encouraging organizational adaption to changing environments are explored. Examples taken from domestic and international organizations are used throughout the course.
Prerequisite: 100 or permission of the instructor.
Attributes: LAWP Policy Elective

240 Marketing in a Global Context
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.
Prerequisite: 100 or permission of the instructor. 110 is recommended but not required.
Attributes: LAWP Policy Elective

250 Finance
Knowledge of finance will allow students to adopt the perspective of financial officers in both for-profit as well as not-for-profit organizations. This knowledge is needed to evaluate the health of an organization using key performance indicators and making ethical decisions that involve both short-run and long-run planning horizons. In the short run, this knowledge helps to effectively carry out business functions such as managing cash flow, borrowing money for short periods of time, and keeping control over inventory. In the long run, it helps to choose among competing investment projects and alternative, efficient methods of raising capital. Also, as individuals, knowledge of basic finance will help students to make better-informed decisions concerning their personal financial situations. Apart from covering the fundamentals of financial markets, instruments and institutions, this course will emphasize critical thinking based on quantitative reasoning and decision-making skills. This will include the use of elementary statistical and algebraic methods to investigate fundamental principles of theoretical finance such as the relationship between risk and reward and the pricing of capital assets. Apart from basic theory, knowledge of the hands-on aspects of financial modeling will be imparted via use of spreadsheet software packages such as Microsoft EXCEL; whereby students will be encouraged to create and analyze computational models to test and demonstrate some of the theoretical concepts taught.
Prerequisites: ECON 111 and INBM 110.

290 Global Business: Theory and Context
This course explores the “macro-contextual” factors that confront managers of a business organization, the possible implications of those factors for organizational performance, and the choices managers make within that context. The macro-context for any firm consists of a combination of political, economic, social, technological, environmental, and legal factors. In the current era, awareness of context is increasingly important for

students and practitioners alike. Topics in the course include climate change; the revolution in information technology; global population dynamics; regional and global economic integration; international trade and investment; exchange rate dynamics; and collaboration among businesses and other organizations. In keeping with Dickinson's evolving educational priorities, the course also includes conversation about the ethical, social, and ecological responsibilities of a global enterprise. The course builds on the knowledge gained in other 200-level INBM courses and provides a bridge between those courses and the INBM Senior Seminar.
Prerequisites: ECON 111, 112; INBM 100; and three of the following courses: INBM 220, 230, 240 and 250.

300 Issues in International Management
A topics course examining important issues in international management. Examples of course possibilities include issues in cross-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.
Prerequisite dependent upon topic/topic area.
Attributes: Food Studies Elective, Sustainability Connections, Sustainability Investigations

301 Profiles in Leadership
Why are some leaders more effective than others? How do accomplished leaders practice leadership in their workplaces, communities, and families? What are the most important challenges today's leaders need to confront? Leadership is a complex undertaking that requires knowledge and understanding of several proficiencies. The purpose of this course is to build these proficiencies. This course combines weekly presentations by some of Dickinson's most distinguished alumni with in-depth discussion on many contemporary leadership issues. Most weeks, one class session will be devoted to an alum's presentation focusing on the leader's civic and professional experiences. Students will be active participants engaging in a question & answer discussion. The second weekly class will focus on the review of relevant issues in the study of leadership as well as practical exercises to reinforce the course learning outcomes.
Prerequisites: 100, 230 or permission of the instructor. This course is cross-listed as INTD 301.
Attributes: Social Sciences

311 Managerial Accounting
The primary objectives of managerial accounting are to: (1) calculate the information necessary for Generally Accepted Accounting Principles (GAAP) inventory costing and

(2) provide the information necessary for managerial decision-making. In the internal management accounting function, as opposed to the public accounting function, the managerial accountant is a very important and active player in the management team. The information necessary for decision-making must be gathered, analyzed, presented, and communicated in order to serve the varying decision-making needs of various managers. This course introduces accounting concepts for planning, control, motivation, internal reporting, and evaluation. Topics included are product cost determination procedures, analysis of cost behavior, budgeting, costs for decision making and control, and responsibility accounting. Emphasis will be on the internal decision maker's uses of information generated by the accounting system.
Prerequisite: 110

315 Federal Individual Income Taxes
This course includes a basic introduction of tax laws as currently implemented by the Internal Revenue Service and provides a working knowledge of preparing taxes for individuals. Topics covered include filing status, dependent determination, earned and unearned income, retirement income, standard and itemized deductions, investment income including capital gains/losses and schedule C business income. Various tax credits including education, child tax and earned income credits will also be introduced. In addition, students will learn to prepare basic and moderate level federal income tax returns both manually and using commercial preparation software.
Prerequisite: 110

317 Intermediate Accounting Topics Including International Perspectives
This course is designed to deepen the students' understanding of financial reporting practices and principles in accordance with Generally Accepted Accounting Principles (GAAP). Comparisons to International Financial Reporting Standards (IFRS) will also be introduced. The course will cover a more thorough understanding of the Balance Sheet and Income Statement. In addition, selected topics will include Statement of Cash Flows, Time Value of Money, Receivables, Liabilities, Stockholders' Equity, Dilutive Securities, Earnings per Share and Investments.
Prerequisite: 110

330 Creativity, Innovation, and Entrepreneurship
In this age of artificial intelligence, creativity, innovation, and entrepreneurship are increasingly the keys for the success of individuals, firms, regions, and nations. This course leads students to the frontiers of the field of innovation and entrepreneurship by facilitating them to read, present, and discuss important materials covering various conceptual tools. After mastering the basic toolkits for innovation and entrepreneurship,

students will work as a team to produce a business plan for a new business venture and defend it after presentation.
Prerequisite: 100
Attributes: Social Sciences

340 Big Data in Business
The rise of Big Data has revolutionized our ways of perceiving and understanding the world across micro and macro levels (from decoding the human genome to predicting the result of the U.S. presidential election based on Facebook data). This is an introductory course designed to familiarize students with both the major quantitative and qualitative aspects of big data, with a particular focus on applications in the real business world. Quantitatively, the course introduces the essential skills of managing, analyzing, and presenting data, using mainstream software packages and programming languages such as R and others. Qualitatively, it covers the basic ideas of building the software and hardware infrastructure for a big data business system, explores various questions and problems (in business and other areas) that can be creatively addressed utilizing big data, and scrutinizes the corresponding cognitive, sociological, and ethical implications.
Prerequisites: ECON 111, MATH 121 or MATH 225
Attributes: Quantitative Econ Elective, Quantitative Reasoning, Social Sciences

342 Consumer Behavior
Marketing requires an understanding of the needs, wants, and values of consumers. This course is designed to introduce students to the psychology of consumption and provide tools for understanding how individuals make decisions in marketplace contexts. In this course, we will draw upon a research-based curriculum to explore how motivation, attitude, attention, memory, cultural background, emotion, and other factors shape consumer behavior. We will learn how consumers process information and use products to solve problems. Additionally, we will explore the insights that marketing reveals about the workings of the consumer mind.
Attributes: Sustainability Connections

343 New Product Development
This course provides an in-depth, non-technical overview of the new product development process. It is recommended for students that are considering careers in research and development, project management, engineering, marketing, or industrial design. Topics covered include idea generation, concept development, problem-solving, marketing research for new products, new product marketing strategy, business models for new products, and management of products post-launch. We will discuss theories on the diffusion of innovation, models of the new product development process, and

exemplary cases of successful innovation in recent history. Throughout the semester, students will work in teams to design a hypothetical new product. This course is designed to be accessible to a general student audience, with no technical proficiencies needed.
Prerequisite: INBM 100 and 240 are recommended but not required.
Attributes: Quantitative Econ Elective, Sustainability Connections

350 Investments
This course aims to develop a comprehensive understanding of key investment theories and concepts from a practical perspective. The course first explores the fundamental principles of investment in financial markets, providing a solid groundwork for subsequent in-depth discussions. Participants will then delve into an array of topics vital to their success in the investment field, such as the evolving role of investment in the market dynamics, investors' decision-making process, determinants of the risk-return portfolio, asset valuation and allocation, and understanding of current issues and debates in financial markets.
Prerequisites: 250.
Attributes: Quantitative Econ Elective, Sustainability Connections

351 Corporate and Entrepreneurial Finance
This course aims to provide knowledge of the major challenges affecting the financial policy of a corporation with an emphasis on both firm management's and venture capitalists' perspectives. The goal is to prepare participants for a modern business environment characterized by information asymmetry and uncertainty. The course will first review seminal theoretical and analytical concepts related to security pricing, project valuation, and capital structure. Then, we focus on issues faced by financial managers (such as investment, financing, and payout policy decisions), and by venture capitalists (such as timing, amount, valuation, and exit decisions).
Prerequisite: 250.
Attributes: FINA Upper Level Elective

391 Marketing for Social Impact
Private, public, and third sector firms increasingly use marketing strategies to create social impact among their stakeholders. In this course, students will learn how social marketing techniques are used to influence individuals or groups to change their behavior in ways that benefit society. We will address global issues that impact society (e.g., environmental sustainability, health behaviors, racial inequalities, etc.), consider the complexity of systemic problems, and debate the ethics of behavior change. We will also consider corporate social initiatives to engage their customers in social good. Students will develop a real-world social marketing plan to benefit the community.

400 Seminar in International Business Policy and Strategy
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.
Prerequisite: Completion of INBM 290 and at least three of the four 200-level courses (220, 230, 240, 250).

International Studies

Learning Outcomes

Upon graduation from Dickinson, International Studies majors will be able to:

- analyze complex global issues by synthesizing concepts and theories from economics, history, and political science;
- relate orally or in writing how their INST foreign language experience enhances their ability to understand international events, developments, and cultures;
- design and conduct research that identifies a substantive issue/question, surveys relevant literature, and develops and supports an original argument

Major

To complete the International Studies major, students complete core coursework in international politics, economics, and history; a foreign language requirement; four courses in the concentration of their choice; a senior research seminar; a course to prepare for the comprehensive written and oral exams at the end of the senior year; and the comprehensive exams themselves.

COURSEWORK
Core courses (6 courses)
INST/POSC 170: International Relations
ECON 111: Introduction to Microeconomics
ECON 112: Introduction to Macroeconomics (prerequisite: ECON 111)
INST 200: Global Economy (prerequisites: ECON 111 and 112)

INST/POSC 280: American Foreign Policy (prerequisite: INST/POSC 170)
A course in diplomatic history; choose *one of the following*:
INST/HIST 358: 19th-20th Century European Diplomatic History or
INST/HIST 282: Diplomatic History of the United States or
INST 260: History of International Relations

Foreign language (2 courses)
Two courses **beyond the intermediate level** in the chosen foreign language (usually 5-6 semesters for students starting a language as an absolute beginner). This requirement is waived for international students for whom English is not a native language.

The objective of this requirement is for students to develop practical skills of inter-cultural communication. Therefore, students should choose a modern, spoken language. Latin and Ancient Greek and other ancient languages cannot be used to fulfill the foreign language requirement for the International Studies curriculum, nor can American Sign Language.

Concentration (4 courses)
Four elective courses in one of the four following concentration areas:

- A Geographical Area or a Specific Country
- Sustainability and the Global Environment
- World Economy and Development
- Global Security

Regardless of concentration, courses must be drawn from at least two different departments and should be selected in consultation with the International Studies faculty advisor.

Senior capstone courses (2 courses)
INST 401—Interdisciplinary Seminar Research (Senior research seminar) (fall of senior year)

INST 404—Integrated Study (Review and preparation for the International Studies Oral Examination) (spring of senior year)

Senior comprehensive examination process
An especially challenging—and rewarding—aspect of the INST major is the comprehensive written and oral examinations at the end of the senior year. Students prepare for the exams both individually and, in the context of the capstone course all seniors take in their final semester, in groups. Students are expected to demonstrate

substantive knowledge in all four core areas of the major - international relations theory, American foreign policy, international economics, and diplomatic history - and their area of concentration.

Suggested curricular flow through the major

Coursework for the International Studies (IS) major includes six core courses; a foreign language requirement; four courses in the chosen concentration; and two capstone courses during the senior year. While careful planning with an IS academic advisor is important for ensuring satisfactory completion of the major, the IS curriculum was designed to be flexible enough to permit students to spend a year abroad and offers considerable freedom in choosing the electives that satisfy students' area of concentration.

The guidelines below are written for entering students who know they want to major in International Studies. Students beginning the major requirements in their first year have considerable freedom to re-order the course sequence outlined below (being mindful of prerequisites) to suit their interests. Students who come to the major later can and do complete the major requirements in a shorter time period.

First Year
INST/POSC 170 – International Relations
ECON 111 – Introduction to Microeconomics
ECON 112 – Introduction to Macroeconomics (prerequisite ECON 111)
Start or continue foreign language (both semesters)

Sophomore Year
Recommended that students take ***two of the following three*** core courses:

1. INST/POSC 280 – American Foreign Policy (prerequisite INST/POSC 170)
2. INST 200 (prerequisites ECON 111 and 112)
3. *One* of three courses that satisfy the diplomatic history requirement:
   INST/HIST 358—19th-20th Century European Diplomatic History or
   INST/HIST 282—Diplomatic History of the United States or
   INST 260—History of International Relations

and... Start on INST concentration electives (choose in consultation with academic advisor)
and... Continue with foreign language

Junior Year
Study abroad for a semester or year

Complete core courses
Continue taking INST concentration electives (choose in consultation with academic advisor)
Finish foreign language requirement for the major

Note: Core courses typically cannot be taken abroad. But don't let this stop you from studying abroad. You can, if necessary, finish up core courses first semester of senior year. Many students count courses from abroad towards their concentration. Discuss the possibilities with your advisor.

Senior Year
INST 401 (offered in fall semester only)
INST 404 (offered in spring semester only)
Finish all other IS requirements (core courses, electives, language) as needed

Honors

A student will be awarded Honors if the student has a 3.50 cumulative GPA and a 3.67 GPA in the major, an A or A- in International Studies 401 and International Studies 404.

Opportunities for off-campus study

We hope and expect (but do not require) that all of INST majors will study abroad for at least one semester. In practice, this is generally best undertaken during the students' junior year, although students should discuss their individual study abroad plans with their academic advisor. Going abroad during the junior year allows INST majors two years to complete many of the core courses required for the major and to return in their senior year for the required capstone courses. The core coursework and the senior seminars are expected to be completed while in residence on campus. Courses taken abroad may – with approval from the academic advisor – be appropriate as electives for students' area of concentration (a region, globalization and sustainability, or international security).

Courses

170 International Relations
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.
This course is cross-listed as POSC 170.

Attributes: LAWP Policy Elective, Political Science Elective, Security Studies Course, Social Sciences

200 Global Economy
The course introduces economic theory that builds on ideas from introductory microeconomics and macroeconomics. It uses that theory as a framework for examining developments in the changing global system. Developments include the revolution in information technology; the dynamics of human population growth; the implications of climate change; challenges to human security; and emerging patterns of organizational interdependence and collaboration. Those developments provide the context for business managers and for government officials responsible for shaping strategies and implementing policies.
Prerequisite: ECON 111 and 112; concurrent enrollment in ECON 112 by permission of the instructor. This course is cross-listed as ECON 226.
Attributes: East Asian Social Sci Elective

240 International Development
This course examines the challenges and strategies of economic development, with a detailed focus on how households behave. The goal is to provide an understanding of what life for poor households in developing countries is like, what can be done about it, and an idea of how valuable insights can be gained using standard economic tools and thinking. In addition to learning about theoretical models and real-life examples, we will spend significant time understanding recent research on development problems. Issues examined include: poverty measures, health issues such as HIV/AIDS, malaria, and undernutrition, economic growth, agriculture, land use, technology adoption, foreign aid, credits, child labor, child education, migration, and measures of inequality. *Prerequisite: ECON 111 and 112. This course is cross-listed as ECON 240.*
Attributes: INST Africa Course, INST Asia Course, INST Global Security, INST World Economy & Developmt, LAWP Policy Elective, Security Studies Course

256 The Politics of Southeast Asia
This course is an overview of the politics of Southeast Asia. Contemporary Southeast Asia is a region of contrasts. It is home to some of the fastest growing economies of the world, hubs of global trade and finance, but also rising threats from non-state actors, ethnic violence, and democratic backsliding. This course will cover the development of the region over the 20th and 21st century from the colonial period to independence and to growing regional interdependence. It will address the political history of most countries in the region and key regional issues. The major themes covered in the course include: nationalism, mass atrocity, statelessness and migration, regional integration, trade, and

human rights.
Cross-listed as POSC 256.
Attributes: Comparative Poli Sci Course, INST Asia Course, INST Global Security, INST World Economy & Developmt, Social Sciences

258 Human Rights
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.
Prerequisite: one social science course or permission of the instructor. This course is cross-listed as POSC 258.
Attributes: AMST Struct & Instit Elective, Comparative Poli Sci Course, Ethics Elective, Global Diversity, INST Global Security, INST World Economy & Developmt, LAWP Ethics Elective, LAWP Policy Elective, LWJS Concepts Elective, POSC Research Methods Course, Security Studies Course, Social Sciences

260 History of International Relations
This course is designed to give students an opportunity to apply theories of international relations to major events and issues in world history. Concepts such as balance of power, appeasement and imperialism will be studied against the backdrop of world historical events such as the Congress of Vienna, World War II, and the Algerian War.
Prerequisite: INST 170 or POSC 170.
Attributes: INST Diplomatic History Course

270 Politics of the European Union
The European Union (EU) represents an unprecedented political experiment in economic and political integration that challenges conventional understandings of sovereignty and political organization. Its supporters credit it with fostering peace and stability on the continent while its detractors characterize it as an antidemocratic, overweening bureaucracy. The puzzle of why sovereign states have ceded so much of their authority to a novel political institution they do not fully control is at the heart of this course. We will explore the postwar and post-cold war contexts that gave rise to new thinking about European political organization and the challenges and crises that have driven European integration forward. Students will become familiar with the political processes and multi-level institutional structure of the EU and evaluate their success at balancing national and European interests, ensuring democratic accountability, and responding successfully to the challenges facing Europe in the 21st century.

This course is cross-listed as POSC 270.
Attributes: Comparative Poli Sci Course, INST European Course, LAWP Policy Elective, POSC Research Methods Course, Social Sciences

271 Ethics and International Security
A course in applied ethics that examines the role ethical considerations both do and should play in the pursuit of national and international security objectives. Among the specific topics to be examined are the decision to go to war, rules governing how wars are fought, the ethics of weapons of mass destruction, the ethics of terrorism, the torture debate, economic sanctions, and humanitarian intervention.
Prerequisite: POSC 170, or permission of the instructor. This course is cross-listed as POSC 271.
Attributes: LAWP Ethics Elective, Political Science Elective, Security Studies Course

272 International Terrorism
This course provides a historic overview of international terrorism, its origins, evolution, characteristics, and the strategies of the participants. Starting with a clear definition of terrorism, the course will examine various historic case studies in an effort to identify common characteristics of terrorist activity, terrorist motivations, the origins of today's terrorist movements, and a general typology of terrorism. Studies will focus on specific "types" of terrorist activity as those types manifest themselves in the world today. The catastrophic events of September 11, 2001 and their impact on the national security of the United States will be the subject of several lessons. Finally, this course will examine the current strategies in the international struggle against terrorism, and their implications and challenges.
This course is cross-listed as POSC 272.
Attributes: Political Science Elective, Security Studies Course, Social Sciences

273 International Political Economy
This course examines the politics of global economic relations. Specific topics discussed include: trade and protectionism, international monetary relations, foreign direct investment, global institutions such as the International Monetary Fund (IMF), World Bank, and World Trade Organization (WTO), regional economic integration (e.g. the European Union [EU] and North American Free Trade Agreement [NAFTA], economic development, and the economic emergence of China and India. The larger issue serving as the backdrop to all of this is economic globalization -- its significance, sources, and consequences.
Prerequisite: POSC 170, or permission of the instructor. This course is cross-listed as

POSC 273.
Attributes: LAWP Policy Elective, PMGT International Policy, Political Science Elective

277 International Politics of the Middle East
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.
Prerequisite: one course in any of International Studies, Middle East Studies, or Political Science. This course is cross-listed as POSC 277 and MEST 266.
Attributes: Global Diversity, INST Global Security, INST Middle East/N Africa Crse, LAWP Policy Elective, Security Studies Course, Social Sciences

280 American Foreign Policy
A survey of U.S. foreign policy since World War II. American approaches to such issues as containment, detente, arms control, deterrence, international law, and foreign aid will be discussed. Students will also address issues of U.S. foreign policy formulation, including the roles of the public, Congress, and the president in the foreign policy process.
Prerequisite: POSC 170 or INST 170. This course is cross-listed as POSC 280.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective, Political Science Elective, Security Studies Course

281 American National Security Policy
Analysis of formulation and implementation of American national security policy within the context of American society and the international system. National security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society.
Prerequisite: POSC 170 or 120 or INST 170. This course is cross-listed as POSC 281.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective, Political Science Elective, Security Studies Course

282 Diplomatic History of the United States
Description and analysis of the nation's role in world affairs, from the earliest definitions of a national interest in the 18th century, through continental expansion, acquisition of empire, and world power, to the Cold War.
This course is cross-listed as HIST 282.
Attributes: INST Diplomatic History Course, Social Sciences

283 Intelligence and National Security
This course provides a basic understanding of the history, organization, activities, limitations, and capabilities of the U.S. national intelligence community, and the role of intelligence in developing and executing U.S. national security policy. The course also examines the significance of intelligence for policymakers and planners, the legal issues surrounding intelligence practices; the relationship between Congress, the Judiciary, and the intelligence community; and the future of U.S. intelligence. *Prerequisites: POSC 120 & 170/INST 170. This course is cross-listed as POSC 283.*
Attributes: Political Science Elective, Security Studies Course

284 European Security
What security issues do European countries face? How are European countries, the European Union, and NATO responding to various threats? This course delves into the structure of European security, examines the security challenges confronted by Europe, and weighs the opportunities these challenges present for enhancing Europe's security and global leadership. Students will learn how European governments define security, formulate strategies, and implement policies to meet a host of traditional, transnational, and human security concerns.
This course is cross-listed as POSC 284. Prerequisite: 170/POSC 170.
Attributes: INST European Course, INST Global Security, Political Science Elective, Security Studies Course

290 Selected Topics in International Studies
Special topics not usually studied in depth in course offerings are examined.
Prerequisite dependent upon topic. This course is cross-listed as POSC 290 when the topic is "Transatlantic Relations."
Attributes: Social Sciences

351 Gender and Development
This course examines the gender dimensions of economic development and globalization from the perspective of feminist economics. This perspective implies foregrounding labor, broadly defined to include paid and unpaid work, and examining gender differences in work, access to resources, and wellbeing outcomes, and how these are affected by macroeconomic policies and how gender inequalities are relevant for societal wellbeing. Since the early 1980's economic globalization has been achieved on the basis of a common set of macroeconomic policies pursued in industrial and developing countries alike. These policies frame both the gender-differentiated impacts of policy and the initiatives that are implemented to reduce inequalities between men and women. The main objective of the course is to examine the impact of these policies on men and

women in the global South (a.k.a. developing countries/Third World) on gender inequalities and to evaluate the policies/strategies for reducing gender inequalities and promoting the well-being of all people. The pursuit of these objectives will entail first a brief examination of the central tenets of feminist economics and an historical overview of the policy-oriented field of gender and development. Gender-differentiated statistics will be reviewed as they pertain to the topics under discussion.
Prerequisite: For ECON 351: ECON 288; For INST 351: ECON 288 or ECON 226/INST 200 or INBM 200; For WGSS 350: at least one WGSS course or ECON 288. This course is cross-listed as ECON 351 & WGSS 350.
Attributes: AMST Struct & Instit Elective, Global Diversity, INST World Economy & Developmt, Sustainability Connections, WGSS Intersect/Instit/Power, WGSS Transntl/Global Perspect, Writing in the Discipline

358 19th-20th Century European Diplomacy
European diplomatic history from the Congress of Vienna through World War II.
This course is cross-listed as HIST 358. Offered occasionally.
Attributes: INST Diplomatic History Course, Social Sciences

390 Topics in International Studies
Various topics of interest will be taught on an occasional basis.
Prerequisite dependent upon topic.

401 Interdisciplinary Seminar Research
Integrated the various disciplines in the major, normally involving the student's geographic area.
Attributes: Security Studies Capstone

404 Integrated Study
The purpose of the course is to help students review and integrate the diverse components of the International Studies major.
Prerequisites: senior standing in the INST major and prior completion of INST 401.

Internships

General Information

An internship is a closely monitored applied experience in a professional setting, with definite learning objectives incorporating reflection on and integration of theories and concepts with practice.

Internships are an excellent way to explore career choices and gain experience valued by employers and graduate schools. When searching for experiential learning opportunities like an internship, students utilize resources in the Center for Career Development, as well as meetings with academic advisors, faculty, and career pathway advisors.

To participate in the internship curriculum and to have an experience recorded on the transcript, students must register with the Academic Internship & Research Program (INP/REXP). The INP/REXP is available to matriculated students in any year or major who have secured an eligible internship experience in the fall, spring, or summer term - or an eligible research experience in the summer. Arrangements at the internship/research site and INP/REXP registration must be coordinated at the beginning of the experience; retroactive notations are not granted. The registration form is found in Gateway. Contact the Office of High-Impact Learning & Fellowships for information about the Academic Internship & Research Program. Students can work with the Center for Career Development to search for opportunities and prepare application materials.

Global Internship Options

Many Dickinson students engage in an internship while studying off-campus. Depending on the program, an internship experience may be pursued for credit through Dickinson's Academic Internship & Research Program (INP/REXP, 0.25 credit as INTR 7xx or REXP 7xx), a 1 credit seminar (INTR 301), or other established curriculum (INTD 390 or independent study with a faculty member supervising). Contact the Center for Global Study and Engagement and the Office of High-Impact Learning & Fellowships for more information about global internship opportunities.

Courses

INTR 301 Internship Seminar

Studies in the seminar will analyze the workplace through the prism of the liberal arts. Through guided readings, oral and written reports, and structured conversations, students will critically reflect upon and analyze their workplace experiences. Students will study the formal and informal structures of the workplace through a variety of liberal art disciplines, and develop a sense of how their liberal arts education serves them in the workplace. Offered only at certain Dickinson Centers abroad.
Prerequisite: Must be simultaneously engaged in an internship. This course is offered credit/no credit only.

INTR 7xx, REXP 7xx Academic Internship & Research Program, course number by departmental designation

Through reflective exercises, assessments, and feedback, students address program goals

related to self-assessment, self-directed learning, values integration, career exploration and professional development. The INP/REXP is available to matriculated students in any class year or major who have secured an eligible internship experience in the fall, spring, or summer or an eligible research experience in the summer. Several majors and certificate programs allow or require the INP/REXP to fulfill a graduation requirement. Upon successful completion of the experience and the INP/REXP requirements, 0.25 credits is placed on the official transcript through the INTR/REXP 7xx course number. Arrangements for the experience and INP/REXP enrollment must be coordinated at the beginning of the term, and before the experience begins. The experience and enrollment in the INP/REXP must occur simultaneously; therefore, retroactive credit is not granted. The REXP course is primarily only offered summer term. 0.25 credit course. *This course is offered credit/no credit only.*

Italian and Italian Studies

Learning Outcomes

Upon graduation from Dickinson, Italian Studies majors will be able to:

- demonstrate advanced proficiency in spoken and written Italian: speak with comprehensible accent, understand with ease, read and describe a wide range of written texts and genres, including audio and visual media, and write with clarity;
- identify and interpret significant concepts of the history, society, culture, and art of Italy;
- select and apply proper methodological approaches to the analysis of Italian cultural productions within their national and/or transnational contexts;
- recognize and respond to cultural distinctions appropriately and respectfully in diverse Italian communities.

Upon graduation from Dickinson, Italian minors will be able to:

- demonstrate proficiency in spoken and written Italian: speak with comprehensible accent, understand with minimal effort, read and describe a basic range of written texts and genres, including audio and visual media, and write with clarity;
- identify basic concepts of the history, society, culture, and art of Italy;
- analyze meaningful elements of Italian cultural productions within their national and/or transnational contexts;

- recognize and respond to cultural distinctions appropriately and respectfully in diverse Italian communities.

Major

ITALIAN STUDIES

10 courses

1. Language in Context (5):
a. ITAL 231: Reading and Writing Contemporary Italian Culture
b. ITAL 232: Reading and Performing Italian Texts
c. ITAL 331: Ideas of Italy or ITAL 332: Real and Imaginary Journeys
d. ITAL 341: The Discourse of Love
e. ITAL 400: Senior Seminar

2. Core Requirements (3):
a. Culture (1 course).
A topics course on Italian cultural productions, practices and contexts: ITAL 321: Topics in Medieval and Early Modern Studies or 322: Dante's Divine Comedy; or ITAL 323: Topics in Modern and Contemporary Italian Studies or ITAL 324: Italian Cinema.

b. History (1 course)
A course with a strong emphasis on Italian history such as: ITAL 321: Topics in Medieval and Early Modern Studies or ITAL 323: Topics in Modern and Contemporary Italian Studies (with approval of program coordinator when topic is pertinent, for example: "Filming the Making and Unmaking of Italy" or "Terrorism in Italian Film"); HIST 232: Modern Italy; HIST 223: Renaissance Europe; HIST 375 Europe's Dictators.

c. Visual Arts and Representations (1 course)
A course with a strong emphasis on Italian visual arts and representations such as: ITAL 323: Topics in Modern and Contemporary Italian Studies (with approval of program coordinator when topic is pertinent, for example: "Representations of the Holocaust in Italian Cinema" or "Representations of Women in Italian Film and Media"); ITAL 324: Italian Cinema; ARTH 205: Reading Bologna (offered only in Bologna); or ARTH 300: Artists, Audience, Patrons: Art & Architecture of the Italian Renaissance; ARTH 212: Michelangelo Man & Myth. Other courses with a strong visual component, such as architecture, sculpture, photography, television, and performance, may be eligible only when the topic is pertinent to Italian culture and must be approved by the program coordinator. Courses that analyze Italian visual arts and representations in a comparative context may be suitable as well, provided that students write their final papers on Italian

culture and society. *NOTE: ARTH 300 prerequisite for Italian Studies major is ARTH 101 or 102 or permission of instructor.*

3. Area of Emphasis. (2 courses in one elective emphasis)
Two courses to be taken in one area of emphasis: (a) Humanities, (b) History, (c) European and Mediterranean Studies, (d) Film and Media Studies or (e) Food Studies. These courses are to be chosen in consultation with the advisor in Italian Studies. Other approved courses may be substituted for any course in an area of emphasis only when the contents of the course are suitable and if approved by the program coordinator.

a. Humanities
ITAL 321: Topics in Medieval and Early Modern Studies; ITAL 322: Dante's Divine Comedy; CLST 224: Roman Archaeology; MUAC 351: Seminar in Medieval and Renaissance Music (such as "The Madrigal and Poetics in Renaissance Italy").

b. History
ITAL 323: Topics in Modern and Contemporary Italian Studies (such as "The Making and Unmaking of Italy"); CLST 253: Roman History; HIST 105: Medieval Europe; HIST 223: Renaissance Europe; HIST 232: Modern Italy.

c. European and Mediterranean Studies
ITAL 323: Topics in Modern and Contemporary Italian Studies (such as "The Making and Unmaking of Italy" or "Italian Cookery: Practices, Culture, Identity" or "Italian Colonialism"); HIST 232: Modern Italy; HIST 358: 19th-20th Century European Diplomacy; INTD 390: Intercultural Seminar (offered only in Bologna); POSC 250: Comparative West European Systems; POSC 275, 276 Studies in Modern European Politics (offered only in Bologna); POSC 276: Italian Politics (offered only in Bologna); POSC 290/ECON 214: European Economic Integration (offered only in Bologna).

d. Film and Media Studies
ITAL 324: Italian Cinema (such as "The History of Italian Cinema" or "The Cinema of Federico Fellini"); ITAL 323: Topics in Modern and Contemporary Italian Studies (such as "Terrorism in Italian Film" or "The Holocaust in Italian Cinema" or "The Representation of Women in Italian Media").

e. Food Studies
ITAL 300: Topics of Italian Culture in Italian (when topic is relevant); ITAL 321: Food and Culture in Medieval and Renaissance Italy; ITAL 323: Italian Food and Culture.

Minor

Italian Minor

Five courses beyond the 100-level
231
232
331 or 332
341
Topics course: 321, 322, 323 or 324

Note: Students receiving credit for the Italian studies major may not receive credit for the Italian minor.

Suggested curricular flow through the major

Minor in Italian (5 courses beyond ITAL 201):

First Year
ITAL 101 (Fall)
or ITAL 103 (accelerated beginner course for speakers of Spanish, French, or Portuguese that counts as two semesters of Italian: ITAL 101 and ITAL 102) (Fall)
ITAL 102 (Spring)

Sophomore Year
ITAL 231 (Spring)
ITAL 320-level topics course (321, 322, 323 or 324 - for Spring, Italian discussion session is optional during Sophomore Year. If discussion session is not taken, the course only counts as a 'core requirement' of the major).

Junior Year
ITAL 232 (Fall)
ITAL 331 or 332 (Spring)
ITAL 320-level topics course (321, 322, 323 or 324 with Italian discussion session, any semester) or ITAL 300 (if you are in Bologna)

Senior Year
ITAL 341 (Fall)
ITAL 320-level topics course (321, 322, 323 or 324 with Italian discussion session, any semester)

Major in Italian Studies (10 courses beyond ITAL 201)

First Year
ITAL 101 (Fall)
or ITAL 103 (accelerated beginner course for speakers of Spanish, French, or Portuguese

that counts as two semesters of Italian: ITAL 101 and ITAL 102) (Fall)
ITAL 102 (Spring)

Sophomore Year
ITAL 201 (Fall)
ITAL 231 (Spring)
ITAL 320-level topics course (321, 322, 323 or 324 - for Spring, Italian discussion session is optional during Sophomore Year. If discussion session is not taken, the course only counts as a 'core requirement' of the major). See **Italian Studies major requirements**.)

Junior Year
ITAL 232 (Fall)
ITAL 331 or 332 (Spring)
ITAL 320-level topics course (321, 322, 323 or 324 with Italian discussion session, any semester) or ITAL 300 (if you are in Bologna)

Students planning to pursue **honors** should contact their advisors in the Fall semester.

Senior Year
ITAL 341 (Fall)
ITAL 320-level topics course (321, 322, 323 or 324 with Italian discussion session, one in Fall and one in Spring)
ITAL 400 (Spring)

Students majoring in Italian Studies will often take three to four 320-topics courses (321, 322, 323 or 324). However, some courses taken outside the Italian program that focus on Italian culture may also count to fulfill the major's core requirements and/or area of emphasis. These outside courses must be approved by the Chair of the Italian Department in order for them to count toward the major. For a list of some of these courses, visit **Curriculum and Courses** on the Dickinson Italian Studies website.
IMPORTANT: If you have taken a course related to Italy and/or Italian which is not listed on our website and you think that it should count toward the major, do not hesitate to contact your Italian Studies advisor for approval.

INTERNATIONAL BUSINESS AND MANAGEMENT MAJORS

INBM students pursuing Italian are advised to take ITAL 231 (an intensive writing course with advanced grammar) and ITAL 232 (a course focused on speaking and oral production). If students are interested in a topics course where English is the primary language used in class, they should take one of the four possible 320-topics courses: 321,

322, 323 or 324 (with Italian discussion session). For more information, visit the **INBM Majors FAQ** on the Prospective Students page of the Dickinson Italian Studies website.

INTERNATIONAL STUDIES MAJORS

IS students pursuing Italian are advised to take ITAL 231 (an intensive writing course with advanced grammar) and ITAL 232 (a course focused on speaking and oral production). Alternatively, students can opt to take ITAL 231 and one of the four possible 320-topics courses: 321, 322, 323 or 324 (with Italian discussion session). For more information, visit the **IS Majors FAQ** on the Prospective Students page of the Dickinson Italian Studies website.

Honors

All senior students majoring in Italian Studies must complete the Senior Seminar (ITAL 400). Students who wish to be considered for honors in Italian Studies must have an overall GPA of at least 3.40 and must complete an Independent Research Project (550) in addition to the Senior Seminar. The students must identify a faculty member who is willing to serve as their Independent Research Project advisor, must submit a proposal, and must write a thesis, which will be evaluated by the Italian Studies faculty. The final projects of the Independent Research Project and the Senior Seminar are separate and the students cannot work on the same topic for both courses.

Normally, honors projects are completed in the spring semester of a student's senior year and are approved for one academic credit. Honors is a separate designation that appears on the transcript and diploma. In the event that the final project is not deemed worthy of honors, the student will still receive academic credit for their Independent Research Project (550).

Honors Timeline

1. The proposal must be submitted no later than two (2) weeks prior to the end of the fall semester of classes (the exact date will be designated by the Italian Studies Department) submit the proposal (5-7 pages). The proposal should provide a detailed description of the research project, as well as explain the questions to be addressed, the current state of scholarship on this issue, the project's contribution to current scholarship, and a tentative answer to the research question (i.e. a "thesis statement"). A proposed outline of the thesis chapters (1 page), in Italian, should also be included. There should also be a fairly extensive bibliography (1-2 pages) that lists primary and secondary sources under separate headings. In the bibliography, the student will indicate which studies and

documents s/he has already consulted as well as the materials s/he plans to review. The proposal must be written entirely in Italian.

2. Before the last day of classes in the fall semester, the Italian Studies Chair will inform the prospective honors students and their advisors whether the proposal has been approved, and if so, will provide some suggestions and concerns from the Italian Studies faculty. Also, at that time, the coordinator will appoint a secondary advisor for the project.

3. By the end of the 2nd week of the spring semester, a revised proposal is due.

4. Four (4) weeks before the end of classes, a thesis, in Italian, of approximately 30 pages (excluding bibliography), should be submitted, at which time the project advisor will choose one (or two, if available) additional Italian Studies faculty members who will read and critique the paper.

5. During the week of final examinations, the student will meet with the entire committee of three members to present, discuss, and defend their work.

6. On the Friday of the week before graduation, the student will submit a revised version of the thesis, based on feedback offered during the discussion.

7. If a student fails to meet the deadlines, to make the required revisions, or to fulfill any of the requirements s/he will forfeit the opportunity to receive Honors. The grade for the Independent Research Project (550) will be posted to the transcript, even if the student does not earn honors.

Internships

The Italian Department would like all students to complete an internship during their college career. During their First Year, in consultation with the Center for Career Development, students should develop a résumé to be shared with their advisor. During the Fall of Sophomore Year, students should begin making plans for a summer internship by doing their own research online, by consulting with the Center for Career Development, and by meeting with their advisor. During Junior Year, internships may be available for students studying in Bologna. In the past, students have completed internships in diverse places such as the Feminist Bookstore, the Bologna daily newspaper *Il Resto del Carlino*, the local chapter of Slowfood, a children's hospital and a middle school. The department chair or the coordinator in Bologna should be consulted for more information. Keep in mind that students who secure unpaid internships may apply for funds (see Magliacano-Melchione Internship Fund). Be sure to check out the Italian Studies webpage dedicated to Internships/Job Opportunities.

Opportunities for off-campus study

Junior Year
Students pursuing an Italian Studies major or an Italian minor will be able to continue taking Italian language courses in our Italian Studies Program at the K. Robert Nilsson Center in Bologna, Italy. Students are also encouraged to take courses at the University of Bologna.

The curriculum for students studying in Bologna is comprised of three elements:

1. **K. Robert Nilsson Center courses** which serve well the interdisciplinary character of the Italian Studies curriculum. Students will conduct research and write their papers for these courses in Italian.

2. **Courses at the University of Bologna** (UniBo) chosen from a wide variety of university courses appropriate to the major or minor. The coordinator of Italian Studies should be contacted for information.

3. **Independent Studies**, in Italian, involving specialized projects and using resources available only in Italian may be available to some students. Directed by on-site Italian faculty from the K. Robert Nilsson Center, the Johns Hopkins School for Advanced International Studies, or the University of Bologna, one-credit independent studies will be grouped in small seminars.

The overarching goals of the Italian Studies Program are: (1) encourage more direct contact with the Italian language and culture; (2) facilitate the perfection of our students' language skills by offering courses in Italian and limiting the number of courses that students may take in English; (3) promote students' intercultural awareness by providing a living environment conducive to learning the target language and culture; (4) provide all qualified students the opportunity to work in an internship or in a volunteering experience; and (5) coordinate better the overall linguistic and culture experience of our students abroad prior to their departure, during their stay, and upon their return to Carlisle.

Be sure to check out our Dickinson in Bologna Italian Studies Instagram Account.

Summer Immersion Program in Italy
The department will periodically offer an immersion program in Italy during the summer. This program is of special interest to those who cannot go abroad during the academic year.

Co-curricular activities/programs

The Italian Studies Program sponsors many campus events and activities to help students enhance their knowledge of Italian language and culture. Students can apply to live at the **Romance Language House** where a native Italian student from the University of Bologna resides with other students who study Italian. Students are encouraged to participate in the weekly **Tavola Italiana** (Italian Table), where they dine in Italian alongside Italian faculty and language assistants. The **Circolo Italiano** (Italian Club) organizes a variety of social and cultural events during the academic year. Also offered is an **Italian Film Series** that features classic and contemporary Italian movies.

Be sure to *LIKE* us on Facebook where we showcase our events!

For more information, visit Italian Outside the Classroom on the Dickinson Italian Studies website.

Courses

101 Elementary Italian
Intensive study of the fundamentals of Italian grammar, with a view to developing reading, writing, speaking, and understanding skills. Laboratory and other audiovisual techniques are used. Cultural elements are stressed as a context for the assimilation of the language.

102 Elementary Italian
Intensive study of the fundamentals of Italian grammar, with a view to developing reading, writing, speaking, and understanding skills. Laboratory and other audiovisual techniques are used. Cultural elements are stressed as a context for the assimilation of the language.
Prerequisite: 101 or the equivalent

103 Accelerated Italian (for Speakers of Spanish, French or Portuguese)
Accelerated study of the fundamentals of Italian language with the goal of developing reading, writing, speaking, and listening skills. Designed for native or proficient speakers of Spanish, French, or Portuguese, this course covers in one semester what is usually taught in two courses (IT101 and IT102). Due to the intensive nature of this course, students should plan to commit themselves to a fast-paced learning environment. Upon successful completion, students will be prepared to take IT201. There is no lab, but students are expected to attend the weekly Italian Table.
We recommend that students already have at least two semesters of college study in a Romance Language (other than Italian) or 3 years of high school study in a Romance Language (other than Italian); or be a native or a heritage speaker of a Romance

Language (other than Italian). Non-native speakers will be assessed through a placement test or a conversation with the instructor.

201 Intermediate Italian
Intensive introduction to conversation and composition, with special attention to grammar review and refinement. Essays, fiction and theater, as well as Italian television and films, provide opportunities to improve familiarity with contemporary Italian language and civilization.
Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.
Attributes: Food Studies Elective, Sustainability Connections

231 Reading and Writing Contemporary Italian Culture
Designed to increase student's awareness of various rhetorical conventions and command of written Italian through analysis and imitation of model texts of a literary and non-literary nature.
Two and a half hours classroom and one hour laboratory per week. Prerequisite: 201 or the equivalent.
Attributes: Humanities, Writing in the Discipline

232 Reading and Performing Italian Texts
Designed to increase student's comprehension and command of spoken Italian, this course is also an initiation in everyday verbal transactions and cultural communication prevalent in contemporary Italy. Phonetics, oral comprehension, and verbal production are practiced through exposure to authentic documents usually of a non-literary nature, such as television news programs, documentaries, commercial advertisements, and excerpts from films.
Two and a half hours classroom and one hour laboratory per week. Prerequisite: 201 or the equivalent.
Attributes: Humanities

300 Topics of Italian Culture in Italian
In this course, offered in Bologna, students learn how to read more critically by analyzing and interpreting Italian texts. With the aid of appropriate tools, the course seeks to expand the students' knowledge of Italian history and society by focusing on select topics such as, but not limited to the slow food movement and sustainability; landscapes and regional identities; migration and Italian transnational identities; and, media, power and politics. The course will further enhance oral and written abilities through interviews with native speakers, class presentations, and a variety of writing assignments that derive from direct contact with contemporary Italian society. Taught in Italian.

Prerequisites: 231 or 232 or permission of instructor
Attributes: Sustainability Connections

321 Topics in Medieval and Early Modern Studies
In this course, students will study significant themes and values that inform Italian literature and culture of the Medieval and Early Modern periods. This course draws on a wide selection of sources including history, sociology, psychology, and popular culture. Topics may include: Petrarch and Petrarchism; Boccaccio and the Art of Story Telling, Niccolò Machiavelli and others. *This course is offered in English. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a discussion group in Italian and will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a "FLIC: Italian" notation on their transcript.*
Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion. Offered on an as-needed basis.
Attributes: Humanities, MEMS Elective, Taught in English

322 Dante's Divine Comedy
This topics course is on Dante Alighieri's *Divine Comedy.* Although a special focus will be placed on the *Inferno,* which will be read in its entirety, various cantos from *Purgatorio and Paradiso* will also be studied. Aiding the students along their journey through Hell and beyond will be critical readings that consider the historical, social, cultural and literary context of the period. *The poem will be read in English translation. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a discussion group in Italian and will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a "FLIC: Italian" notation on their transcript.*
Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion. Offered every two years.
Attributes: Humanities, Italian Studies Culture, Taught in English

323 Topics in Modern and Contemporary Italian Studies
Study of significant themes and values that inform Italian culture and are informed by it. This course draws on a wide selection of sources including history, sociology, psychology, popular culture. Students in this course will concentrate on specific cultural, social or political issues, such as "Representations of the Holocaust and/or Terrorism in Italian Cinema;" "The Italian Southern Question;" "The Making and Unmaking of Italy," and others. *This course is offered in English. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a*

discussion group in Italian and will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a "FLIC: Italian" notation on their transcript.
Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion.
Offered on an as-needed basis.
Attributes: Humanities, Taught in English

324 Italian Cinema
This course is a general introduction to Italian cinema, from the origins to the present. It provides students with basic tools for film analysis and analyzes a selection of films and directors within their cultural and social contexts. *This course is offered in English. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a discussion group in Italian and will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a "FLIC: Italian" notation on their transcript.*
Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion.
Offered on an as-needed basis. This course is cross-listed as FLST 310.
Attributes: Film & Media Studies Elective, Humanities, Italian St Visual Art & Repres, Italian Studies Culture, Taught in English

331 Ideas of Italy
In this course we study how Italian political thinkers, writers and intellectuals in different historical periods have constructed their own "idea" of Italy. We will analyze authors such as Niccolò Machiavelli, the forefather of modern political science, and Antonio Gramsci, an Italian philosopher and founder of the largest communist party in Western Europe. We also examine the role that film and literature played in the formation of a national consciousness, through selected readings by authors and directors such as Alessandro Manzoni, Gabriele D'Annunzio, Oriana Fallaci, Luchino Visconti and others.
This course is taught in Italian. Prerequisites: 231 and 232, or permission of the instructor. Offered every two years.

332 Real and Imaginary Journeys
By exploring the inner conflicts of their own soul and venturing beyond the boundaries of their native culture, Italian authors – from Dante and Petrarch to Italo Calvino and Federico Fellini – have opened new paths that often influenced the development of Western art and literature and touched the lives of countless readers and viewers around the world. In this course, we use the theme of the journey to analyze the work of some of the most influential Italian authors and trace their cultural legacy.

This course is taught in Italian. Prerequisites: 231 and 232, or permission of the instructor. Offered every two years.

341 The Discourse of Love
What is Love? Through a diverse selection of works from authors such as St. Francis, Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Pietro Aretino, Gaspara Stampa, and Veronica Franco, students will examine the nature of love from a variety of perspectives. From the spirituality of religion to the physicality of desire and attraction, this course will confront topics such as the medieval and Renaissance ideas of love (courtly love, the Dolce Stil Novo, and love sickness), theological notions of love (charity), different expressions of love (heterosexuality, same-sex attraction and polyamory), and transgressive types of love (lust, adultery, and prostitution).
This course is taught in Italian. Prerequisites: 231 and 232, or permission of the instructor. Offered every year.
Attributes: MEMS Elective

400 Senior Seminar
Conceived as an integrative experience, this tutorial provides an opportunity for students to examine a specific theme or author from various perspectives. Independent research, under close supervision of a professor, will be shared with other seniors in regular discussion group meetings and will be articulated in a substantial critical paper at the end of the semester.
Prerequisite: Italian studies major or permission of the director of the Italian studies program.

Japanese

See East Asian Studies

Journalism

Courses

200 Introduction to Journalism in the 21st Century
This course offers a broad overview of the practice of journalism combined with rigorous training in news writing. Students will be required to write a number of short articles and several longer pieces of journalistic writing. Readings and discussion topics will include the history of journalism in the United States and the ethics and techniques of reporting across media platforms. Students will be conducting interviews as part of the course. The

course will focus special attention on current events, news literacy and the role of a free press in a challenging time.

Judaic Studies

Learning Outcomes

Upon graduation from Dickinson, Judaic Studies majors will be able to:

- analyze the complexity of Jewish societies and cultures over the ages and geographic spaces, including the U.S., Europe, modern Israel and the broader Middle East, by identifying major events, figures, and topics in Jewish history and culture;
- analyze diverse worldviews and value systems of the Jewish religion and its interactions with other religions by identifying major Jewish philosophies, religious practices, ethical principles, and movements;
- develop proficiency in reading, writing, understanding, and conversing in modern Hebrew or another approved Jewish language;
- design and execute a discipline-specific Judaic Studies research project, by recognizing a variety of pre-modern and modern Jewish primary sources and critically evaluating, and reflecting on secondary sources that interpret Jewish primary texts.

Major

11 courses

HEBR 202, 231 or equivalent
JDST/RELG 204: Judaism
JDST/RELG 203: Hebrew Scriptures in Context

One course focused on Late Antiquity or the Medieval period (Kabbalah; Jews in the Medieval World; Crusades; Love, Sex & Hebrew Texts)

JDST 250/RELG 260: Beyond Belief

One course focusing on the American Jewish Experience (Judaism in the US; American Jewish Literature; Jews & Hollywood)

One course focusing on Israel (Arab Israeli Conflict; Israeli Politics; Mid East Cinema)

Two Electives (Women, Gender & Judaism; Jewish Environmental Ethics; Holocaust in Italian Cinema; Ethnography of Jewish Experience; The Holocaust)

RELG 410 (or methods course in an appropriate discipline)
JDST 490 or JDST 550: Senior Thesis

Minor

6 courses
JDST/RELG 204: Judaism
JDST/RELG 203: Hebrew Scriptures in Context
JDST 250/RELG 260: Beyond Belief

Three electives

Suggested curricular flow through the major

The major in Judaic Studies may be completed in a variety of ways. While there are several core courses that develop foundational knowledge in key areas, the flexible curriculum gives you the freedom to emphasize the area of study within the field you find most compelling.

First Year
RELG 103
JDST 104
HEBR 101; 102

Sophomore Year
JDST 206; 240; 243
HEBR 201; 202

Junior Year
JDST 247; 250; 262
HEBR 231; 232

Senior Year
JDST 264; 316; 550
RELG 390
HEBR 235; 331

For information regarding the suggested guidelines, please feel free to contact a JDST faculty member.

Senior Thesis

Judaic studies majors write an independent thesis during the senior year in consultation with a faculty member. A research proposal is due during the first two weeks of the fall semester.

Independent study and independent research

Examples of recent Independent Studies are: Maimonides' Medical Ethics, Jews of India, The Ordination of Gay and Lesbian Rabbis in the U.S., Women and Midrash. Contact Prof. Lieber for more information. Independent studies may be approved to substitute for certain requirements for the major.

Honors

1. Majors in Judaic studies have the option of pursuing departmental honors in their senior year by writing an honors thesis of between 60 and 100 pages demonstrating their ability to engage in sustained advanced research and scholarly endeavor. The thesis project will extend over two semesters. Only the best projects will be granted honors, but any student who completes the project will receive the credit for two semesters of work, i.e., two credits. Students will work with one advisor but may receive guidance from other members of the department.
2. Those wishing to write an honors thesis should register for JDST 550 for the fall semester, and find a research advisor. No later than the third Monday of the semester, the student must submit a formal proposal, outlining the project. Within a week, the department faculty will meet to discuss the proposal and assess its feasibility. Once the proposal is approved, the student and their advisor will decide on a schedule of research and writing. The student is expected to adhere to all deadlines set by the advisor.
3. In the spring semester the student once again must register for JDST 550. The first draft of the thesis must be submitted by spring break. Copies will be given to all department faculty plus a designated outside reader. Within two weeks after spring break, members of the department will meet with the student to make comments on the draft. The final draft must be submitted before the end of spring semester classes. A defense date will be set for sometime during the exam period.

Opportunities for off-campus study

As of 2004, Dickinson Programs in Israel have been indefinitely suspended due to an ongoing U.S. State Department travel warning. However, there are other opportunities for Judaic Studies majors to pursue off-campus study. In a unique partnership with the Jewish

Theological Seminary of America, Dickinson students can spend the spring semester of their Junior year in New York City at List College, the Undergraduate College at JTSA. Please see the program coordinator for details and other study abroad options.

Courses

Religion

316 Topics in Judaic Studies
(e.g., Twentieth Century Jewish Thought; Principles and Topics in Jewish Law)
This course is cross-listed as JDST 316. Prerequisite dependent upon topic.
Attributes: Humanities, Religion - Western Traditions

Hebrew

101 Elementary Modern Hebrew
Introduction to the modern Hebrew language. Alphabet, phonics and grammatical structures. Emphasizes development of reading comprehension, composition and conversational skills.

102 Elementary Modern Hebrew
Introduction to the modern Hebrew language. Alphabet, phonics and grammatical structures. Emphasizes development of reading comprehension, composition and conversational skills.
Prerequisite: 101 or the equivalent.

201 Intermediate Modern Hebrew
Formal study of Hebrew language with emphasis on oral practice and writing skills.
Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

202 Advanced Modern Hebrew
Expansion of language proficiency through intensified study of cultural and literary texts, including poetry, prose, essays, newspapers, films, and songs. Extensive discussion of issues related to contemporary Israel. Emphasis on the development of reading, writing and conversation skills.
Prerequisite: 201 or the equivalent.

231 Hebrew Conversation & Comp
Advanced practice in conversation, reading and writing. Careful attention to grammar and style.
Prerequisite: 201.

232 Topics in Hebrew Literature
Thematic study of Hebrew literature, with an emphasis on close reading, comprehension and interpretation.
Prerequisite: 201.

235 Topics in Biblical Hebrew
Fundamentals of Hebrew morphology, including readings from Biblical narrative texts.
Attributes: Taught in English

331 Topics in Hebrew Literature/Israeli Culture
Intensive study of a particular author, genre, or period. Introduction to the use of critical theory in literary analysis.
Prerequisite: 231.

Judaic Studies

107 Jews, Christians and Pagans in the Time of Jesus
A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life and death of Jesus of Nazareth.
This course is cross-listed as RELG 107.
Attributes: Humanities, Religion - Western Traditions

203 Hebrew Scriptures/Old Testament in Context
A critical examination and attempt to understand the literature and the antecedent traditions remembered and formulated by the ancient Israelites in terms of their own views of God. This literature is interpreted in the context of events and cultures of the ancient Near East.
This course is cross-listed as RELG 203.
Attributes: Humanities, Religion - Western Traditions

204 Judaism
A basic course in the history, basic beliefs and practices, and modern manifestations of Judaism as a religion. The course concerns itself with the interactions of Judaism and other world religions, notably Christianity.
This course is cross-listed as RELG 204.
Attributes: Humanities, INST Middle East/N Africa Crse, Religion - Western Traditions

215 Jewish Environmental Ethics
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. In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (ie, Zionism, and the *kibbutz* movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies.
Offered every three years in rotation with the offering of ENST 111. This course is cross-listed as RELG 215.
Attributes: ENST Humanities/Arts (ESHA), Humanities, LAWP Ethics Elective, Service Learning

216 Topics in Judaic Studies
Exploration of a focused topic in the area of Jewish religion and/or culture. Examples of topics offered: Jews in Hollywood Film; Jews and Food; Love, Sex and Hebrew Texts.
Prerequisite dependent upon topic.
Attributes: Humanities

223 Eating the Text: Tasting Jewish and Israeli Food Through Literature, Film, and …the Mouth
All human beings are connected to food; some are growing it, others preparing or cooking it, and all are eating it. Food is essential for life, but it is also a source of pleasure, a celebration of the senses and the spirit. Food is also knowledge. The biblical story of Eve eating the forbidden fruit from the Tree of Knowledge in the Garden of Eden, tells us "knowledge might begin with the mouth, with the discovery of the taste of something, knowledge, and taste go together" (Hélène Cixous). Food is also a culture. It represents the diverse traditions of societies, communities, and families. In this course, we will "taste" food through Jewish and Israeli literature, films, and theoretical texts. We will explore the diverse cultural traits and traditions of the Jewish and Israeli cuisines by reading and writing about them, as well as tasting them. We will visit the Dickinson Farm and will prepare and cook meals together. We will share traditional family recipes and explore their historical backgrounds. "To write about food is to write about the self," claims Anne Goldman. Students will have the opportunity to write about food and to discover new aspects about themselves. Our course will be like a community of diverse cultures that mirrors the Dickinson community and the world.

This course is cross-listed as RELG 223.
Attributes: Food Studies Elective, Humanities

224 Kabbalah: Healing the Soul, Repairing the Cosmos
Kabbalah, the Jewish mystical doctrine, is a rich tradition of esoteric teaching and practices that have been a vital part of Judaism since late antiquity. The Kabbalistic term "Tikkun Olam, "i.e., repairing/mending the world/universe, became popular for its environmental, social and cultural implications. The Kabbalists believe that by healing one's soul and by doing good deeds in the world, one has a significant influence and impact on the divine. The microcosm and the macrocosm are mirroring each other and linked in the bond of creation. The course traces the history of Jewish mysticism in four continents, Asia, Africa, Europe, and America, and introduces major trends in Jewish mysticism. We will focus on Kabbalistic meditation and its practice, food and sustainability, interpretation of dreams and white magic, spiritual music, death and reincarnation, feminism and gender issues. We also explore Hasidic tales that attribute the power to reveal and to heal, alongside contemporary expressions of Kabbalistic topics in literature and movies. The course includes guest lectures and other activities and special events, including a visit to a synagogue.
This course is cross-listed as RELG 224.
Attributes: Global Diversity, Humanities

233 Israeli Cinema
Israeli cinema has become increasingly diverse, critical, and multicultural and is often at the cutting edge of the Israeli cultural scene. Films provide an interesting lens to explore questions about Israeli life and identity: What was the experience of growing up in post-independence Israel? How were Holocaust survivors and new immigrants from Arab countries received during that period? What made kibbutz life distinct and how has it changed overtime? How is the impact of war and the continuing Israeli-Palestinian conflict depicted in film? What is the role of gender in the construction of Israeli identity and how has the portrayal of Israeli men, women, and LGBT identities changed overtime? What are the distinct issues facing Orthodox and Ultraorthodox Israelis? How are marginalized groups (Israeli Arabs, Middle Eastern Jews, Russian Jews and Ethiopian Jews) portrayed in film?
The course discusses trends and processes in Israeli cultural history and in current Israeli society, as represented in Israeli films from the 1960s to present day Israel. Screenings of Israeli films are a central part of the course. Films from present day Israel, including the most recent, as well as from earlier decades, create the ideological and cultural universe that the course illuminates.
This course is cross-listed as RELG 233.

Attributes: FMST Mid East Cultural Persp, Humanities, INST Middle East/N Africa Crse, Middle East Humanities

234 Love, Sex and Hebrew Texts (in Translation)
This course is a comprehensive study of masterpieces of Hebrew literature in translation, especially about love from different periods, origins, and genres. The literary survey includes Biblical love stories and love poetry, love and sexuality in Jewish mysticism, love and desire poems of the Middle Ages, and various fiction and poetry of modern Hebrew literature from the early 20th century to the present. The students will read translated short novels, short stories, poetry, academic books and articles, and other research materials about Hebrew literature. Students will watch some Israeli films about primary Hebrew authors and their cultural world. Sessions will be divided into discussions of assigned readings, and presentations on the historical background of each period, and literary and biographical background of the various authors.
This course is cross-listed as RELG 234.
Attributes: Humanities, INST Middle East/N Africa Crse, Middle East Humanities

240 Women, Gender and Judaism
This course examines issues of gender in Jewish religion and culture. Starting with the representation of women in the Bible and other classical Jewish texts, we study the highly differentiated gender roles maintained by traditional Jewish culture, and examine the role American feminism has played in challenging those traditional roles. We will also study gender issues in contemporary Israeli society, such as the politics of marriage and divorce, public prayer and gender in the military. Some knowledge of Judaism and Jewish history is helpful, but not required as a prerequisite for this course.
This course is cross-listed as RELG 240 & WGSS 241.
Attributes: AMST Struct & Instit Elective, Humanities, WGSS Intersect/Instit/Power

243 Dead Sea Scrolls
The discovery of a cache of ancient scrolls in 1947 in caves near the Dead Sea led to a revolution in the study of Second Temple Judaism and Christian origins. This course will focus on these texts, situating them in the context of the history of Judaism from the Hellenistic period through the first century C.E. What do they reveal about beliefs and institutions of the Essenes, the enigmatic community which produced them? What was life like at Qumran, the Essene community's center? How did the sect start, how did it differ from mainstream Judaism, and what was its vision of the future? What possible connections existed between the Essene community and the emergence of Christianity? How have the Dead Sea scrolls contributed to the study of the Hebrew Bible and the New Testament?

This course is cross-listed as RELG 243.
Attributes: Humanities

250 Beyond Belief: Jewish Secular Culture from Spinoza to Seinfeld
Many Jews nowadays define themselves in secular or cultural terms rather than religious ones. But how did the tradition of secular Judaism come to be? This course will survey the development of secular Jewish identity through an examination of key thinkers over the last three and a half centuries, including Spinoza, Freud, Marx and Einstein. The course will conclude with an examination of secular Judaism in American culture - the drama of Clifford Odets and Arthur Miller, the films of Mel Brooks and Sidney Lumet, and the television shows *Seinfeld* and *Curb Your Enthusiasm.*
Offered every year. This course is cross-listed as RELG 260.
Attributes: Humanities

262 Zionism: Ideology, Institutions, Cultures & Contestations
This course aims to provide students with a multi-dimensional understanding of Zionism as a political ideology that found its expression in the creation of a state, the establishment of a particular set of economic and cultural institutions as well as in the creation of new conceptions of land, space, and group interaction. At once a future-oriented revolutionary ideology and revivalist movement based on the idea of returning to an ancient homeland, the significance of Zionism in 20th and 21st centuries cannot be understated. Zionism (or rather, Zionists), produced a state Israel whose foundation has roiled politics in the Middle East until today. This course will look at the particular historical circumstances that gave rise to Zionism in the late 19th century, Zionist institutions, political culture and dominant historical narratives. The course will conclude with a detailed examination of more contemporary critics of Zionism both from within Israel and outside of it.
This course is cross-listed as MEST 262 and POSC 290.
Attributes: Global Diversity, Humanities, Political Science Elective, Social Sciences

264 Politics, Society & Culture in Israel
This course provides an overview of the major political, social, and cultural forces that have shaped, and continue to shape, modern Israel. It covers the origins of the Zionist movement, political leadership, foreign relations, parties, the electoral system and the Israeli-Palestinian and Israeli-Arab conflict more broadly. In society, it focuses on the major cleavages in Israeli society, civil society, consumerism, as well as the impact of the Holocaust and the role of the Israel Defense Forces. The cultural component centers largely on poetry, short stories and changes in popular music. The course is intended to add nuance and depth to the often one-dimensional portrayal of Israel in the media and provide students with the analytical tools to better understand events in the Middle East.

This course is cross-listed as MEST 264 and POSC 264.
Attributes: Comparative Poli Sci Course, Global Diversity, Humanities, Social Sciences

316 Topics in Judaic Studies
See course description with RELG 316 listing.
Prerequisite dependent upon topic.
Attributes: Religion - Western Traditions

Latin

See Classical Studies

Latin American, Latinx and Caribbean Studies

Learning Outcomes

Upon graduation from Dickinson, Latin American, Latinx, & Caribbean Studies majors will be able to:

- demonstrate the complexities and diversity of Latin American, Latinx, and Caribbean peoples, cultures, and histories;
- evaluate and analyze key issues and debates in the field of Latin American, Latinx, and Caribbean studies from various disciplinary perspectives, including those of cultural studies, political science, history, and anthropology;
- execute a research project about a specific topic in the field of Latin American, Latinx, and Caribbean studies that dialogues with and contributes to existing literature.

Major

11 courses

LALC 101

One additional introductory course (LALC 121, 122, 123 or 295)

One language course above the intermediate level in one of the three main languages of the area (Spanish, Portuguese or French or another regional language

approved by the department)

One methods course relevant to area of concentration (geographic or thematic) (AFST 200, AMST 401, ANTH 240 or 241, ECON 474, HIST 204, POSC 239, SOCI 240 or 244, SPAN 299, WGSS 200)

LALC 285, or an equivalent preapproved methods course specifically designed to give students practice generating a literature review (part of the LALC senior thesis project). This course is in addition to one of the methods courses mentioned above.

Three courses in area of concentration
Two electives
[Of the five courses (three in the concentration and two electives), at least one should be in the humanities and the selection should include courses in three departments. *Introductory courses will not count as concentration or elective courses.*]

LALC 490-the capstone course

Minor

6 courses
(Students will be encouraged to follow a concentration.)
LALC 101
Five courses approved by LALC in at least three different departments

Suggested curricular flow through the major

Most students begin the LALC major with LALC 101 or one of the other introductory courses, and all finish with LALC 490 in the senior year. Otherwise, there is no necessary or preferred path through the LALC major.

Suggested Flow for First Year Students:

- FYSM
- LALC 101
- Language courses (goal: one language course above the intermediate level)
- Another introductory course (see below)
- LALC Concentration course or Elective course
- LALC 285

- Methods course (depending on the student's disciplinary area of interest) (see below)
- Other graduation requirements

(Please check with a LALC faculty member or the LALC chair)

Suggested Flow for Second Year Students:

- LALC 101 (if not taken previously)
- Language courses (goal: one language course above the intermediate level)
- Another introductory course (if not taken previously)
- LALC Concentration courses
- LALC 285
- Methods Course (depending on the student's disciplinary area of interest) (see below)
- Elective course
- Other graduation requirements

(Please check with your LALC advisor or the LALC chair)

Suggested Flow for Third Year Students:

- Study Abroad in Latin America (must have language requirement): Argentina or Brazil Programs

OR

- LALC 101 (if not taken previously)
- Language courses (goal: one language course above the intermediate level)
- Another introductory course (if not taken previously)
- LALC Concentration courses
- LALC 285 (if not taken previously)
- Methods Course (depending on the student's disciplinary area of interest) (see below)
- Elective course

- Other graduation requirements

(Please check with your LALC advisor or the LALC chair)

Suggested Flow for Fourth Year Students:

- LALC 490 (both semesters)
- LALC 101 (if not taken previously)
- Language courses (goal: one language course above the intermediate level)
- Another introductory course (if not taken previously)
- LALC Concentration courses
- LALC 285 (preferably, it should be taken before senior year)
- Methods course (preferably, it should be taken before senior year)
- Elective course
- Other graduation requirements

(Please check with your LALC advisor or the LALC chair)

Introductory Courses

In addition to LALC 101, all majors are required to take ***one*** of the following:

LALC 121, Introduction to Africana Studies
LALC 122, Introduction to Caribbean Studies
LALC 123, Introduction to Latino Studies
LALC 295, Introduction to U.S. Latinx/Chicanx Literature and Culture

(exceptions can be made with permission of the chair)

Methods Courses

Majors select one methods course in consultation with their advisor:

AFST 200, Approaches to Africana Studies
AMST 401, Research Methods in American Studies
ANTH 220, Ethnography
ANTH 240, Qualitative Methods

ANTH 241, Measurement and Quantification in the Social Sciences
ECON 298, Econometrics
HIST 204, Introduction to Historical Methodology
POSC 239, Research Methods in Political Science
SOCI 240, Qualitative Methods
SOCI 244, Quantitative Research Methods
SPAN 245, Introduction to Hispanic Literatures and Cultures
WGST 200, Feminist Practices, Writing and Research

(For other methods courses, please check with your LALC advisor or the LALC chair)

LALC Concentration (3) and Elective (2) Courses

LALC students should select geographic and or thematic concentrations within the major. An example would be a geographical focus on contemporary Argentina who would take HIST 131 (LA History) and POSC 251 (LA Politics), engage in a research project on an Argentine topic approved the LALC advisor, two courses from the Dickinson in South America Program, and an additional course on Argentina in another discipline. Past LALC students have focused on Brazil, Mexico, women and gender studies, migrations, Caribbean studies, Latinx issues, etc.

An example of a thematic concentration would be choosing to study community development and globalization; this is a theme that crosses geographical boundaries to possibly include Central and South America, the US-Mexico border region as well as the Caribbean. Students with this type of concentration would be able to select relevant courses in Africana Studies, American Studies, Anthropology, Economics, History, Political Science or Sociology. Relevant courses could include LALC 222 (Anthropology of Latin America), LALC 200 (Social Movements in Latin America), LALC 283 (Latin American-U.S. Relations), and two relevant courses in one of the study-abroad sites. For other concentrations, courses may be selected from the sciences as well as the humanities. When concentration and elective courses have prerequisites, LALC majors should have satisfied these requirements or received a waiver from the instructor with an approval of the LALC chair.

Some of LALC courses for concentrations or electives:

LALC 200, Special Topics in LALC Studies
LALC 222, Anthropology of Latin America (ANTH 222)
LALC 230, Early Latin American History to 1800 (HIST 130)
LALC 231, Modern Latin American History since 1800 (HIST 131)

LALC 242, Brazilian Cultural and Social Issues (PORT 242)
LALC 251, Latin American Government and Politics (POSC 251)
LALC 262, South American Archeology (262 and ANTH 262)
LALC 272, The Atlantic Slave Trade and Africans in Making the Atlantic World, 1450-1850 (HIST 272)
LALC 283, Latin American-U.S. Relations (HIST 283)
LALC 300, Special Topics in LALC Studies
LALC 301, Topics in American Studies, when topic is appropriate (AMST 301)
LALC 311, Pre-Columbian and Colonial Spanish American Texts (SPAN 380)
LALC 321, Late Colonial and Nineteenth Century Latin American Literatures (SPAN 380)
LALC 331, Modernismo and Vanguardias (SPAN 380)
LALC 385, Topics in Latinx/Chicanx Studies (SPAN 325 or 380)
LALC 390, Senior Seminar in Hispanic Literature, when research is related to LALC (SPAN 401)
LALC 490, Latin American, Latinx and Caribbean Studies Senior Research Seminar

LALC 490 is the capstone course, which consists of research into a topic concerning the LALC region. Students participate in a two-semester research seminar for a total of 1.5 credits (1 in the fall semester and .5 in the spring). Students develop their research papers with the guidance of a main supervisor and two other faculty readers representing at least two disciplines. Students must successfully defend their projects orally to satisfy the requirements for the major.

Independent study and independent research

Independent Studies on LALC topics in the Departments of Political Science, Anthropology, Spanish and Portuguese Studies, Religion, Philosophy, History, Economics, Art & Art History, or any other academic department that may be able to offer such instruction, with prior approval from the candidate's program supervisor.

Honors

The department will grant honors based on the guidelines listed on the departmental web page.

Opportunities for off-campus study

LALC majors are strongly urged to study at least one semester in an abroad program relevant to their concentration, and whenever possible majors should consider an entire

year abroad. Preference is given to the Dickinson in South America Program (Mendoza, Argentina) and the Dickinson in Brazil Program (São Paulo), and other partnerships that may develop. Only when a Dickinson or a partner program does not meet the needs of the concentration should non-Dickinson programs be considered.

Courses

The following courses are offered in the Dickinson in South America Program:

203 The Southern Cone: Culture, History, and Society
This interdisciplinary class examines the culture, society, history, and literature of the Southern Cone region, including Argentina, Chile, and Uruguay. Students will explore topics such as immigration, inequality and globalization, focusing on impacts of migration processes and expressions of cultural identity. Emphasis will be placed on identities through the lens of gender, ethnicity, and race. This class also includes a Spanish language component. Class trips will be made to selected port cities in the Southern Cone that are of cultural, political, and historical significance.
Prerequisites: SPAN 231 and acceptance into the Dickinson in South America program. This course is cross-listed as SPAN 252. Offered every semester.
Attributes: Global Diversity, INST Latin America Course, SPAN/PORT St Abd Lang/Cult/Top, Social Sciences

204 Argentina in a Latin American Context
This class approaches Argentine reality from an interdisciplinary perspective, including culture, economic and social life, geography and history, and philosophical and social factors. It will examine the diversity of Argentine society in the context of Latin American political, social, and cultural developments. National and regional perspectives will be included as well. Class trips will be made to selected areas of the Mendoza region that are of cultural and historical significance.
Prerequisites: SPAN 231 and acceptance into the Dickinson in South America program. This course is cross-listed as SPAN 362. Offered every semester.
Attributes: Global Diversity, INST Latin America Course

Latin American, Latinx and Caribbean Studies Courses

101 Introduction to Latin American, Latinx, and Caribbean Studies
A multi-disciplinary, introductory course designed to familiarize students with the regions through a study of their history, economics, politics, literature, and culture in transnational and comparative perspective. The purpose of the course is to provide a framework that will prepare students for more specialized courses in particular disciplines and specific areas of LALC studies.

Required of all LALC majors.
Attributes: AMST Struct & Instit Elective, Global Diversity, INST Latin America Course, Social Sciences

121 Introduction to Africana Studies
This interdisciplinary introduction to Africana Studies combines teaching foundational texts in the field with instruction in critical reading and writing. The course will cover Africa and the Atlantic Slave Trade, the creation of African Disaporic communities, the conceptualization and representation of Black culture and identity, and the intellectual and institutional development of Black and Africana Studies.
This course is cross-listed as AFST 100.
Attributes: AMST Representation Elective, Africana Studies Elective, Global Diversity, Social Sciences

122 Introduction to Caribbean Studies
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.
This course is cross-listed as AFST 235.
Attributes: AFST - Diaspora Course, Social Sciences

123 Aspects of American Culture
Selected topics in American studies at the introductory level. The subject matter will vary from year to year dependent upon the interests of faculty and the needs and interests of students. Recent topics have included mass media; health, illness, and culture; Latino/a U.S.A.; racial politics of popular music; Caribbean-American literary and visual cultures; Black feminisms.
This course is cross-listed as AMST 200, when topic is relevant, for example, Introduction to Latino Studies.
Attributes: Social Sciences

200 Special Topics in Latin American, Latinx, and Caribbean Studies
This course will offer special topics in LALC at the intermediate level.
Prerequisite dependent upon topic. Offered occasionally.

205 Brazil in a Latin American Context
This course approaches Brazilian cultures and society from an interdisciplinary perspective, with emphasis on social, economic, and environmental justice. The course will examine the diversity of Brazilian society in the context of Latin American cultural, historical, social, philosophical, political, and economic developments, with a special focus on São Paulo. Students will analyze a variety of written and visual texts (from literature, art, popular culture, sociopolitical groups, and the media), scholarly works (articles/book chapters), as well as music and multimedia (documentaries/films/television/new media). Classroom activities will be enhanced with visits to selected areas of metropolitan São Paulo of cultural and historical significance. This course also functions as an introduction to the Brazilian university system and supports the writing and research skills required for study at the University of São Paulo.
Prerequisite: PORT 200 or 201. This course is cross-listed as PORT 240.
Attributes: Global Diversity, Portuguese & Brazilian Studies, SPAN/PORT St Abd Lang/Cult/Top

212 Popular Musics of the Portuguese Black Atlantic
Samba, semba, fado, morna, tropicália, bossa nova, kudero: these are all popular music/dance forms from Portuguese speaking cultures. This interdisciplinary course explores popular music from 20th-21st century Brazil, Cape Verde, Angola, and Portugal as lenses into histories of Portuguese colonialism and African diaspora. We will listen to sound recordings, watch documentary films about performance, and read and discuss widely. We will ask questions about relationships between musical expression and the enduring legacies of colonialism. We will study music making in relation to power and resistance. We will explore issues of cultural appropriation, musical exoticism and hybridity in the marketing of local musics for international "world music" consumers.
This course is cross-listed as AFST 220, MUAC 212, and PORT 320.
Attributes: Global Diversity

222 Anthropology of Latin America
This course is an ethnographic exploration of contemporary life in Latin America. It is designed to introduce students to the major themes and debates in the anthropology of Latin America. It is aimed at understanding the cultural and historical development of Latin America, and it seeks to make sense of the cultural similarities and differences that have both captured the interest of anthropologists and helped to make Latin America an

important site of anthropological study and theorizing. In the process of examining the histories and cultures of Latin America, we will also look at how power and structural inequalities have shaped the region. The course will study Latin American cultures and societies in relation to neighboring nations - the United States, Canada and the Caribbean - given their shared history and experiences of colonialism and slavery as well as their economic interdependence.
This course is cross-listed as ANTH 222. Offered every other year.
Attributes: ARCH-Arch, Anth & Environment, Global Diversity, INST Latin America Course, Portuguese & Brazilian Studies, SPAN/PORT Elective, Social Sciences

230 Early Latin American History to 1800
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.
This course is cross-listed as HIST 130.
Attributes: Global Diversity, INST Latin America Course, SPAN/PORT Pre-Contemporary Crs, Social Sciences, Sustainability Connections

231 Modern Latin American History since 1800
Introduction to Latin American history since independence and the consolidation of national states to the recent past. Students explore social, economic, and political developments from a regional perspective as well as specific national examples.
This course is cross-listed as HIST 131.
Attributes: HIST Latin American Hist Crs, INST Latin America Course, Post-1800 History Course, Social Sciences

239 Spanish for the Health Professions
This course prepares students to use Spanish meaningfully in real-world health contexts by combining classroom learning with direct service. This is a space where linguistic, cultural, ethical, and social knowledge come together. Through reflection, reading, and a sustained partnership with the Beacon Clinic, students build the vocabulary, cultural awareness, and interpersonal skills required to serve Spanish-speaking communities with empathy and clarity. By applying Spanish in healthcare settings, students confront the complexities of power, equity, and responsibility, especially in the context of migration, labor, and structural inequality.
Prerequisite: SPAN 202 or above, or permission of instructor. This course is cross-listed as SPAN 207.

Attributes: Food Studies Elective, Health Studies Elective, NRSC Non-Div 3 Elective, SPAN/PORT Acad & Prof Contexts, Service Learning, Sustainability Connections

242 Brazilian Cultural and Social Issues

In this class students learn about a variety of aspects of Brazilian culture and social issues. While highly discussed topics in Brazil and about Brazil, such as carnival, *malandragem,* and *jeitinho* are examined, throughout the semester students explore three different types of encounters: Native encounters, African and Afro-Brazilian encounters, and gender encounters. Students analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class examines 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 work with a variety of texts from different disciplines - literature, anthropology, sociology, history, and film - and follow an intersectional methodology.

This course is cross-listed as PORT 242. Offered every year.

Attributes: Global Diversity, Portuguese & Brazilian Studies, SPAN/PORT Intro Cult/Ling/Lit

251 Latin American Government and Politics

An introduction to the politics of contemporary Latin America. Emphasis is placed upon the varied political institutional responses to socio-economic change in the Americas. Major countries to be analyzed include Argentina, Brazil, Mexico, and Cuba.

Prerequisite: one course in political science or Latin American, Latinx and Caribbean Studies. This course is cross-listed as POSC 251.

Attributes: Comparative Poli Sci Course, INST Latin America Course, Social Sciences

262 South American Archaeology

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?

This course is cross-listed as ARCH 262 and ANTH 262.

Attributes: ARCH Area B Elective, ARCH-Arch, Anth & Environment, ENST Env Stud

Spec (ESSP), Global Diversity, Portuguese & Brazilian Studies, SPAN/PORT Elective, Social Sciences, Sustainability Connections

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.

This course is cross-listed as AFST 272 and HIST 272. Offered every two years.

Attributes: AFST - Africa Course, AFST - Diaspora Course, AMST Struct & Instit Elective, Global Diversity, HIST African History Course, HIST Global Comp Hist Crs, HIST Latin American Hist Crs, Portuguese & Brazilian Studies, Pre-1800 History Course, Social Sciences

283 Latin American-U.S. Relations

A study of political, economic, and cultural relations between Latin America and the United States from the early 19th century to the present. The evolution of inter-American relations is analyzed in light of the interplay of Latin American, U.S., and extra-hemispheric interests.

This course is cross-listed as HIST 283.

Attributes: AMST American History Elective, HIST Latin American Hist Crs, HIST North American Hist Crs, Post-1800 History Course, Social Sciences

285 Researching Topics in Latin American, Latinx and Caribbean Studies

The two main goals of this research course are: 1) to develop students' in-depth knowledge of a topic that pertains to Latin America, Caribbean, and Latinx Studies, and 2) enhancing students' writing and research skills in order to prepare them for carrying out in-depth, original research projects in the context of the LALC senior research seminar (and/or other advanced courses). This course will emphasize the acquisition of critical, research, and writing skills necessary to successfully produce a literature review on the topic of the course. Topics will vary each semester and consist of a theme chosen by the professor that includes at least two different nations/regions. Examples of possible topics include Latin American Migrations, Hispaniola: the Imagined Island, Drug Traffic

in Latin America, Archaeology of the Caribbean, Early Encounters in the Americas, Revolutionary Political Parties, etc.

290 Brazilian Cinema
This class focuses on important examples of Brazilian cinema, as well as on critical episodes, manifestos, and challenges faced by Brazilian directors, screenwriters, and actors. The class will also analyze diverse periods and genres, such as chanchadas, Cinema Novo, and retomada. Particular attention will be paid to the representation of native Brazilians, Afro-Brazilians, women, and marginalized places (Backlands, favelas, etc.), and how their representation has had social and economic repercussions in Brazil.
Taught in English. Available as a FLIC option in Portuguese.
This course is cross-listed as PORT 290. Offered every two years.
Attributes: Humanities, SPAN/PORT Intro Cult/Ling/Lit

298 Latin American Migrations in the U.S.
This course examines the history of Latin American and Spanish-speaking Caribbean immigration to the United States from the late nineteenth century to the turn of the twenty-first century from a comparative perspective. The first half of the course will look at a variety of immigrant groups from Mexico, Central America, South America, and the Caribbean. Some groups will be discussed more in-depth and in comparative perspective as examples of distinctive historical trajectories and immigration experiences—from labor migration, to exile, to internal migrants in neocolonial contexts. We will discuss such key topics as rural and urban experiences, the role of transnational networks, the making of the "illegal" or undocumented immigrant, economic and sociocultural adaptation, youth cultures, activism and resistance, different forms of diversity within immigrant groups, and the changing perceptions about and reception of Latin American and Caribbean immigrants and their descendants in the United States.
Cross-listed as HIST 298.
Attributes: HIST Latin American Hist Crs, HIST North American Hist Crs, Portuguese & Brazilian Studies, Post-1800 History Course, Social Sciences, US Diversity

300 Special Topics in Latin American, Latinx, and Caribbean Studies
This course will offer special topics in LALC at the advanced level.
Prerequisite dependent upon topic. Offered occasionally.

301 Topics in American Studies
Selected topics in American studies at the intermediate level. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field.

Prerequisite: AMST 201 or permission of the instructor. This course is cross-listed as AMST 301 when topic is relevant, for example, Caribbean Diasporic Identities.

304 Afro-Brazilian Literature

This class analyzes the literary production of Afro-Brazilians writers, as well as the representation of Afro-Brazilian characters in literary texts. It reviews different literary periods and the images those periods created and/or challenged and how they have affected and continue to affect the lives of Afro-Brazilians. Also, by paying particular attention to gender and social issues in different regional contexts, the class considers how Brazilian authors of African descent critically approach national discourses, such as racial democracy and Brazilianness. *Taught in English. Available as a FLIC option in Portuguese.*

This course is cross-listed as PORT 304 and AFST 304. Offered every two years.

Attributes: AFST - Diaspora Course, Humanities, Portuguese & Brazilian Studies, SPAN/PORT Advanced Topics, Writing in the Discipline

384 Immigration, Race and the Nation in Latin America

Characterized by a racially and ethnically diverse population, race has been contested terrain in the countries of Latin America. After independence, some countries embraced the mixed heritage of their societies as a distinctive feature of their national identities while others tried to change it by implementing active policies of immigration as well as policies of marginalization and erasure of Indigenous and Black populations. By looking at different national cases in comparison, this course explores how notions of race, ethnicity, and nationhood have varied in Latin America over time. It discusses such topics the legacies of slavery, racial democracy, Indigenous policies, nationalism, and nativism. It incorporates the experiences of European and Asian immigrants in the region and the impact immigration had on Indigenous and Afro Latin American populations. Class materials will give special attention to the different ways in which scholars have approached these topics over time.

Cross-listed as HIST 384.

Attributes: Global Diversity, HIST Latin American Hist Crs, LALC Research Methods Course, Portuguese & Brazilian Studies, Post-1800 History Course, Social Sciences, Writing in the Discipline

385 Topics in Latinx/Chicanx Studies

This class studies significant cultural, literary, and historical topics concerning U.S. Latinx, Chicanx, and/or Latin American and Caribbean communities and diasporas. A sampling of topics includes: The Mexican-American Border; Nueva York, Diaspora City; U.S. Latinos: Between Two Cultures; Latina/o Poetry; New Latino Narratives; Latina

Writers; Afro-Latino Cultural Production in the U.S., Semiotics and the Aesthetics of Latina/o Cinema. Specific class topic to be decided by professor. This course may be taught primarily in Spanish or English, depending on the material covered.
Prerequisite: SPAN 299. This course is cross-listed as SPAN 385.
Attributes: SPAN/PORT Advanced Topics, US Diversity

390 Seminar in Hispanic Literature
Students will work on a semi-independent basis along with the professor on a focused research project. Students will choose a research project that investigates a particular aspect of Hispanic or Luso-Brazilian studies. Students will be required to submit regularly scheduled progress reports and will participate in discussions on research strategies, the writing process, and peer review of their writing. Students will be required to present their research at various stages. The culmination of this course will be a research paper that may serve as a launching pad for the Honor's Thesis in the spring semester. Students must develop research related to Latin America, Latinx and/or the Caribbean in order for this course to count as LALC.
Course taught in Spanish. Prerequisite: SPAN 299, two 300-level SPAN courses, and permission of the professor based on professor's advanced approval of student's topic. This course is cross-listed as SPAN 401. Offered regularly in the fall. Students may write their papers in Spanish or English (or Portuguese or French if available), depending on their priorities and interests.
Attributes: SPAN/PORT Advanced Topics

490 Latin American, Latinx and Caribbean Studies Senior Research Seminar
Research into a topic concerning Latin America directed by two or more faculty representing at least two disciplines. Students must successfully defend their research paper to obtain course credit. The paper is researched and written in the fall semester for 1.0 credit and then defended and revised in the spring semester for .50 credit.
Prerequisite: senior majors.

Law, Justice, and Society

Learning Outcomes

Upon graduation from Dickinson, Law, Justice, and Society majors will be able to:

- describe significant concepts and theories in both American public law and comparative law/law and society and the difference between law as a professional practice and law as a topic of liberal arts inquiry;

- explain how factors such as ethnicity, class, demography, region, gender, sexuality and religion, etc. impact legal, political, and social life;
- convey complex ideas and arguments in writing using legal texts, court decisions, and/or theoretical writing as evidence;
- apply contemporary legal, critical, and/or interpretive theories in their own analysis of legal, political, or social events or situations.

Major

10 courses, plus a registered experiential learning component

The following five requirements must be completed by all majors:

1. POSC 120 American Government
2. American public law course - POSC 220, POSC 246, or LWJS/POSC 248
3. Comparative or international law course - EASN/LWJS/POSC 259 or LWJS 290: Law and Society
4. A senior seminar - LWJS 390
5. A registered experiential learning component – Academic Internship & Research Program (INTR 7xx, REXP 7xx) or other pre-approved course designation.

In addition, students will take six courses from the following three concentrations, including at least one course per concentration:

1. Concepts
2. Institutions
3. Practices

Students may count no more than three classes towards both the Law, Justice, and Society major and the Political Science major. Double majors in Political Science and in Law, Justice, and Society must take two separate senior seminars for the two majors.

Suggested curricular flow through the major

Students interested in the Law, Justice, and Society major are advised to start by taking POSC 120 (Introduction to American Government) and then either their required class in American law or their required class in comparative/international law in their first year at the college. Introduction to American Government is a prerequisite for upper-level requirements, while the law classes introduce students to the field and should help them

decide whether the major is right for them. In subsequent years, students have a good degree of flexibility in course choice and will progress differently through the major, depending on when they declare it and what other academic goals they are pursuing. Students are encouraged to work closely with their advisors on course planning, since many courses – such as LAWP/POSC 248: The Judiciary – are offered only once per year. Students are strongly encouraged to complete their experiential learning requirement by the fall of their senior year. It is not advisable to wait until the final semester to begin planning this. Finally, prior to their senior year, students should discuss with their advisor how they plan to take the senior seminar, LAJS 400. We plan to offer one senior seminar per semester, so students should know what their options are before deciding when to take the seminar. Additional questions about major requirements should be directed to the program coordinator.

Co-curricular activities/programs

Law, Justice, and Society majors who wish to participate in Dickinson's very successful Mock Trial program should contact mocktrial@dickinson.edu

Courses

222 Constitutional Law
This course provides an overview of Constitutional Law. We will first examine the roots of the American Constitution in English common law and existing political arrangements. We will cover the different ways scholars interpret and read the Constitution, and how social movements use the Constitution. The Constitution has been interpreted to the ends of inclusion or exclusion over time, and we will be guided by questions such as the legal scholar, Dahl, asked: "How democratic is the American Constitution?"
Prerequisite: POSC 120, or permission of the instructor. This course is cross-listed as POSC 220.
Attributes: AMST Struct & Instit Elective, LAWP Law Elective, LWJS Institutions Elective

230 Negotiation and Advocacy
This course will focus on the role of the advocate in the law and policy-making process. It will consider various types of advocacy (public debate, litigation, public relations, etc.) and various methods of negotiation as well as compare and contrast the advocate's role in different forums (legislatures, courts, administrative agencies, the press, etc.).
Prerequisites: POSC 120 or permission of the instructor.
Attributes: LAWP Law Elective, LWJS Practices Elective, PMGT Domestic Public Policy

240 Criminal Procedure
This course will examine the constitutional rights that suspects and defendants have in the

criminal justice system. Special attention will be given to the right against unreasonable searches and seizures, the right against self- incrimination, and the right to an attorney.
Prerequisites: POSC 120 or permission of the instructor.
Attributes: LAWP Law Elective, LWJS Practices Elective

248 The Judiciary
This course explores the law's interpretation in and influence on contemporary American society. It considers the nature of the law, the structure of courts, legal terminology, sources of law, and approaches to legal reasoning through an engagement with both watershed cases and contemporary issues in civil and criminal law. Some of the questions we will address include: how do everyday individuals interact with the law? What is the relationship between judicial process – that is, the engagement with and navigation of the legal system – and justice? How do we understand the redress of harms or the application of punishment as part of the achievement of justice and fairness? What political, legal, social, or rhetorical barriers exist to full inclusion of individuals within the processes of law, and is full inclusion even desirable?
Prerequisites: POSC 120 or permission of the instructor. This course is cross-listed as POSC 248.
Attributes: AMST Struct & Instit Elective, LWJS Institutions Elective, Political Science Elective

255 Philosophy of Law
This course considers fundamental issues in the study of legal philosophy. These include the meanings and purposes of law, the limits of legal authority, and topics such as: theories of punishment; justifications for civil disobedience; the regulation of sex, gender, and sexuality; economic critiques of judicial process; and the construction of race and ethnicity within the law.
Prerequisite: POSC 180, 202, 206, 208, or permission of the instructor. This course is cross-listed as PHIL 255.
Attributes: Humanities, LAWP Ethics Elective, LWJS Concepts Elective

258 Rise and Fall: Political History in the Ancient Mediterranean
A study in the political history of the societies of the ancient Mediterranean world. We focus on the episodes of constitutional creation and change, the intersection of politics and the judiciary, concepts of citizenship and enfranchisement, and the legalities of war from declaration to cessation. Regular topics will include the Achaemenid Empire, Carthage, Athens after Salamis, and the Women of the Republic and Principate. Readings will be chosen primarily from the ancient biographers, ancient constitutions, the epistolary tradition, and modern scholarship. We will also frequently consider evidence

from the material record.
This course is cross-listed as CLST 213 and HIST 224.
Attributes: HIST Global Comp Hist Crs, Humanities, LAWP Law Elective, LWJS Institutions Elective, Pre-1800 History Course, Social Sciences

259 Law, Politics, and Society in Asia
This course examines the interaction between law, legal institutions and citizens in China, Japan, and India. Covering history and the contemporary scene, course focuses on how law works in practice and is understood and used by ordinary people in Asia. It covers areas such as marriage and divorce, the legal profession, lost property, civil rights, the environment, sexuality, mediation, land development and property, among others. Comparisons between the United States and Asia, as well as between Asian countries, will be emphasized. This course is cross-listed as EASN 259 and POSC 259.
Attributes: Comparative Poli Sci Course, East Asian Social Sci Elective, Global Diversity, LAWP Law Elective, PMGT International Policy, Social Sciences

260 Problem-Solving Courts
Through a hands-on, experiential examination of traditional courts, treatment courts, and addiction issues, this course will introduce the students to the use of problem-solving courts to address drug, DUI, and mental health concerns. A major course component will involve community-based learning. Students will be required to interact with court participants and members of the various problem-solving court teams (e.g., judges, attorneys, probation officers, treatment providers as well as other support specialists, depending on the court's focus). As the students become familiar with one component of the "war on drugs," they will be challenged to examine and debate the "war" as a whole.
Attributes: Health Studies Elective, LAWP Law Elective, LWJS Practices Elective

290 Selected Topics
Courses in the area of Law, Justice and Society. The content of the course will reflect the interests and expertise of faculty and the needs of students.
Prerequisite dependent upon topic.
Attributes: Social Sciences

390 Law, Justice, and Society Seminar
This course will serve as a capstone experience for Law, Justice, and Society majors.

Mathematics

Learning Outcomes

Upon graduation from Dickinson, Mathematics majors will be able to:

- employ discrete and continuous methods to solve problems requiring a breadth of knowledge of core mathematics concepts;
- implement a variety of logical techniques to construct or assess the validity of a mathematical argument;
- communicate mathematics clearly and accurately both orally and in writing to mathematical audiences.

Major

11 courses
170, 171, 211, 262, 270, 351, 361
One math course having 351 or 361 as a prerequisite
One additional math course numbered 301 or higher
Two additional math courses numbered 201 or higher. One of these courses may be replaced by COMP 132 or ECON 398 or, upon prior approval by the department, a mathematics-intensive course from another department.

Minor

Five courses
171 and 211, one of the three courses 325, 351 or 361 and two other courses numbered 201 or higher.
Possible tracks include:
Track 1: 170, 171, 211, 262, 270, 361
Track 2: 170, 171, 211, 262, 351, elective
Tracks 1 and 2 focus on theoretical mathematics.
Track 3: 170, 171, 211, 225, 325, elective
Track 3 focuses on statistics.

Suggested curricular flow through the major

There are many possible paths through the mathematics major. Which path to take depends on the student's prior coursework and placement. We present four models here. With careful planning, all four models allow the possibility for students to spend a semester or a year abroad.

Model 1 - MATH 151 as entry point (for students who place into 151)
First Year: 151, 170

Sophomore Year: 171, 211, 270, 262
Junior and Senior Years: 351, 361, MATH electives

Model 2 - MATH 170 as entry point (for students with suitable pre-calculus preparation)
First Year: 170, 171
Sophomore Year: 211, 262, 270
Junior and Senior Years: 351, 361, MATH electives

Model 3 - MATH 171 as entry point (for students with 170 credit)
First Year: 171, 270
Sophomore Year: 211, 262
Junior and Senior Years: 351, 361, MATH electives

Model 4 - MATH 171 as entry point (for students with 170 and 270 credits)
First Year [Option 1]: 171, 211
First Year [Option 2]: 211, 262
Sophomore Year [Option 1]: 262, MATH elective
Sophomore Year [Option 2]: 171, MATH elective
Junior and Senior Years: 351, 361, MATH electives

Students who are interested in applied mathematics should consider the electives 225, 241, 271, 325, and 331.

Note: Mathematics and Computer Science are one department but have been filed individually and alphabetically for ease of access.

MAJOR ADVISORS

A student wishing to declare a major should contact the department chair; detailed instructions for declaring a Mathematics major are available on a separate page. Based on the student's preferences and interests and current faculty advising loads, the chair will assign one of the department faculty as the major advisor. Students are encouraged to meet with their major advisor at least once per term prior to course selection to discuss directions of study and how they align with future goals and plans.

Honors

Departmental honors is the highest distinction that the Department can award to a Major. Majors who receive departmental honors will be those who demonstrate a broad mastery of the discipline as well as an ability to complete and present high quality research. A broad mastery of the discipline is demonstrated by a GPA of 3.40 or higher in all courses related to the major. The ability to complete high quality research is demonstrated by the

completion of a yearlong research project. This project will be characterized by an independent and in-depth study of an advanced topic including a literature search, reading of original sources and a novel formulation of results. Finally, the ability to present such research is demonstrated by the preparation of an honors thesis, a public presentation and a successful defense of the work to the department faculty. Detailed guidelines can be found on the departmental web page.

Co-curricular activities/programs

The Math and Computer Science Society is a student-run club that organizes academic and social events in the department, such as departmental coffees, an ice cream social, a pi-day event, game nights, happy hours, and career-related activities.

The department runs the Math/CS Chats: a colloquium series, in which speakers (faculty, alumni and other guests) give talks of academic interest to majors in mathematics and computer science. These talks typically occur over the lunch hour and pizza is provided.

Courses

121 Elementary Statistics
An introduction to the science of collecting, organizing, analyzing, and interpreting data. The focus is on data presentation and statistical reasoning based upon the analysis of data sets. Topics include the study of sampling methods, observational and experimental studies, graphical and numerical summaries of data, probability, sampling distributions, significance testing, estimation, and simple linear regression. Does not count toward the major or minor in mathematics.
Students cannot take this course concurrently with 225. Students who have received credit for 225 cannot take this course for credit. Offered every semester.
Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Foundations (ESFN), LPPM Empirical Social Analysis, Quantitative Reasoning

151 Introduction to Calculus
An introduction to limits and derivatives together with a review of polynomial, rational, trigonometric, exponential, and logarithmic functions.
Three hours of classroom and one and a half hour of lab per week. Prerequisite: departmental placement. Students who have received credit for MATH 170 cannot take this course for credit. Offered every semester.
Attributes: ENST Foundations (ESFN), Quantitative Reasoning

170 Single Variable Calculus
The study of real-valued functions, including transcendental functions, limits, derivatives

and their applications, the definition of the Riemann integral, and the Fundamental Theorem of Calculus.
Three hours of classroom and one and a half hour of lab per week. Prerequisite: 151 or departmental placement. Offered every semester.
Attributes: ENST Foundations (ESFN), Quantitative Reasoning

171 Multivariable Calculus
Multivariable calculus including parametric and polar equations, vectors, three-dimensional analytic geometry, vector-valued functions, functions of several variables, partial derivatives, and multiple integrals. Additional topics if time permits.
Three hours of classroom and one and a half hour of lab per week. Prerequisite: 170 or departmental placement. Offered every semester.
Attributes: ENST Foundations (ESFN)

180 Introduction to Data Science
An introduction to the principles and tools of data science focusing on exploratory data analysis. Topics include types of variables, mathematical representations of data, data wrangling and transformations, data visualization and numerical summaries, and supervised and unsupervised machine learning. The course includes an introduction to the R statistical programming language.
Prerequisites: MATH 170 or department placement. This course is cross-listed as COMP 180 and DATA 180. Offered every semester.
Attributes: ENST Foundations (ESFN)

201 Special Topics
Topics to be announced when offered.
Prerequisite: permission of the instructor. One-half or one course credit.

211 Foundations of Higher Mathematics
An introduction to fundamental mathematical concepts used in mathematics and computer science, with an emphasis on writing mathematical arguments. The course presents the principles of mathematical logic, sets, functions, and methods of proof.
Prerequisite: 170 - OR - COMP 130 or higher AND MATH Placement Exam Score of at least 15 or MATH 151 - OR - departmental placement. Offered every semester.
Attributes: ENST Foundations (ESFN), Writing in the Discipline

225 Probability and Statistics I
A calculus-based introduction to the core topics of probability and statistics. Topics include discrete and continuous random variables, joint distributions, expectation, variance, random sampling from populations, hypothesis tests, and confidence intervals.

The course includes an introduction to the R statistical programming language.
Prerequisite: 171. Offered every semester.
Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Foundations (ESFN)

241 Computational Mathematics
An introduction to a broad range of numerical methods for solving mathematical problems that arise in science and engineering. Focus is given to developing a basic understanding of numerical algorithms, their applicability, and their limitations. Topics typically include floating-point number representation, sources of error, conditioning and numerical stability, root finding, solutions of both linear and nonlinear systems, least squares, splines and polynomial interpolation, optimization, and numerical differentiation and integration. The implementation and validation of algorithms through computer programming is also emphasized. No prior programming experience is required.
Prerequisite: Completion of two of the following courses: 170, 171, 211 and 270. This course is cross-listed as COMP 241. Offered in even numbered spring semesters.
Attributes: ENST Foundations (ESFN)

262 Linear Algebra
An introduction to matrix algebra and abstract vector spaces with an emphasis on writing mathematical arguments. Topics include linear systems and matrices, vector spaces, linear independence, eigenvalues and eigenvectors.
Prerequisite: 211 or permission of the instructor. Offered every semester.
Attributes: ENST Foundations (ESFN)

270 Integration and Infinite Series
The study of methods of integration, applications of the integral, elementary differential equations, and infinite sequences and series.
Prerequisite: 171 or departmental placement. Offered every spring.
Attributes: ENST Foundations (ESFN)

271 Differential Equations
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 nonlinear systems. Includes a strong emphasis on applications.
Prerequisite: 171 and 270. Offered in odd numbered fall semesters.
Attributes: ENST Foundations (ESFN)

301 Special Topics
Topics to be announced when offered.
Prerequisite dependent upon topic. One-half or one course credit.

311 Applied Combinatorics
An advanced course in discrete mathematics introducing the basic tools of combinatorics and their applications. The course will consider the three basic problems of combinatorics: counting, existence and optimization.
Prerequisite: 211. Offered even numbered spring semesters.

314 Computability and Complexity
An introduction to the theory of computation, addressing the fundamental question of what problems can be solved using computers, both in principle and when efficiency is taken into account. Topics may include: finite automata, undecidable problems (such as the halting problem), Turing machines, regular languages, context-free grammars, universal computation, elementary complexity classes, NP-completeness, and the P vs NP problem.
Prerequisite: COMP 132 and MATH 211. This course is cross-listed as COMP 314. Offered every spring.

325 Probability and Statistics II
A continuation of Introduction to Probability and Statistics I. Topics include additional discrete and continuous distributions, conditional distributions, moment generating functions, additional hypothesis tests, simple linear regression and correlation, multiple linear regression, and analysis of variance. The course expands proficiency in the R statistical programming language.
Prerequisites: 171 and 225. Offered every semester.
Attributes: ENST Foundations (ESFN), Quantitative Econ Elective

331 Operations Research
An introduction to deterministic operations research, including linear programming, sensitivity analysis, and duality. Special topics may include transportation and assignment problems, network models, integer programming, and game theory.
Prerequisite: 262. This course is cross-listed as COMP 331. Offered in odd numbered fall semesters.
Attributes: ENST Foundations (ESFN)

351 Abstract Algebra
An introduction to axiomatic formalism using algebraic structures as paradigms. Topics chosen from groups, rings, and fields.
Prerequisite: 262. Offered every spring.

361 Real Analysis
A theoretical development of the basic ideas and concepts of real analysis. Topics include

a study of real numbers, sequences, limits and continuity, differentiation and integration. Optional topics include infinite series, sequences and series of functions, and an introduction to point-set topology.
Prerequisite: 171, 262 and 270. Offered every fall.
Attributes: Quantitative Econ Elective

401 Special Topics
Topics to be announced when offered.
Prerequisite dependent upon topic. One-half or one course credit.

472 Complex Analysis
An introductory study of functions in the complex plane. Topics include: complex numbers and functions, the theory of differentiation and integration of complex functions; Cauchy's integral theorem; the Residue theorem.
Prerequisite: 361 and completion of, or concurrent registration in 351. Offered in odd numbered spring semesters.

481 Topology
An elementary study of topological spaces. Topics include open and closed sets, the Hausdorff property, compactness, connectedness, continuity, homeomorphisms, product spaces, identification spaces, the Euler characteristic, the classification of spaces, and an introduction to the fundamental group.
Prerequisite: 361 and completion of, or concurrent registration in 351. Offered in even numbered spring semesters.

Medieval & Early Modern Studies

General Information

Medieval & Early Modern Studies offers a multidisciplinary approach to European cultures and civilizations from late antiquity (ca. 500) to the beginning of the Enlightenment (ca. 1750). The major incorporates materials and methodologies from the fields of English, history, art, music, philosophy, religion, classical studies and foreign language. Students in the program have considerable flexibility in the design and focus of their courses of study.

Learning Outcomes

Upon graduation from Dickinson, Medieval & Early Modern Studies majors will be able to:

- describe key issues regarding the Medieval and Early Modern era, its cultures, and methodologies for their study;
- analyze scholarly arguments, in both written and oral forms, on a topic within the Medieval and Early Modern era from a multi-disciplinary perspective;
- design and execute an independent research project of scholarly substance within the Medieval and Early Modern era.

Major

11 courses
MEMS 200

Core courses: **five** courses including HIST 105 and 106, and three courses focused in the time frame or on MEMS theory, one each in Music, Art & Art History and literature in any language

Cluster courses: **four** courses on a topic decided in consultation with a MEMS advisor, in more than one department and including courses above the 100 level

Senior research: MEMS 490

Double Major:
Through careful planning students can complete a double major in MEMS and another field (Art History, History, Music, Religion, various languages) within a standard four-year program.

Minor

Medieval option:

- MEMS 200
- 4-course cluster: four courses on a topic decided in consultation with a MEMS advisor and approved by the MEMS coordinator, in more than one department and including courses above the 100-level. Three of the courses should provide a significant component of material relevant to the medieval era, while the fourth course must be concerned primarily with the early modern era
- HIST 105 (Medieval Europe)

Early Modern Option:

- MEMS 200

- 4-course cluster: four courses on a topic decided in consultation with a MEMS advisor and approved by the MEMS coordinator, in more than one department and including courses above the 100 level. Three of the courses should provide a significant component of material relevant to the early modern era, while the fourth course must be concerned with the medieval era.
- HIST 106 (Early Modern Europe to 1799)

Advising

Students choose an advisor from participating faculty. The advisor's responsibility will be to ensure that the student's "cluster courses" have an appropriate depth and academic level; i.e., a cluster cannot be composed of four courses at the 100-level, or four courses from one department. The advisor will also guide the student in developing the cluster with an eye toward The Senior Experience (MEMS 490, see below).

Suggested curricular flow through the major

There is no standard "path" through the Medieval & Early Modern Studies major. MEMS 200, Discourse and Methods in Medieval & Early Modern Studies, is the introductory methods course, but, from there forward, students find their own directions. *For this reason, it is especially important that interested students contact professors in the program to discuss their interests and seek advice.* Please contact the Medieval & Early Modern Studies Chair for guidance.

Honors

Honors in MEMS is a semester-long independent study (MEMS 490) undertaken by a senior MEMS Major on a focused research topic. Students who plan to pursue MEMS in graduate school are particularly encouraged to apply. An honors project can help a student develop valuable research skills for graduate work, as well as demonstrate to prospective graduate programs an ability to pursue in-depth research.

Junior Majors in the MEMS program may apply to attempt to earn Honors. Departmental (or Program) Honors is the highest award a department/program at Dickinson can bestow. The receipt of honors is recorded on the graduate's diploma. It is achieved only under the following conditions:

1. A minimum GPA of 3.4 in MEMS coursework at the time of application (this is a college-wide standard for "departmental" honors). Consideration of a lower GPA must have the support of the MEMS faculty, and approval from the College Committee on Academic Standards (APSC).

2. During the spring of the Junior Year, by the Friday a week after the last day of classes, each applicant submits a 2-3 page proposal (double spaced) accompanied by a 1-2 page preliminary bibliography. The proposal outlines an independent research project that shows exceptional promise and sophistication. The student electing to pursue MEMS honors must do so as a MEMS 490 Senior Project, which will be graded and counted towards graduation regardless of whether Honors is awarded or not. The proposal should be submitted to the MEMS coordinator/chair, and should include the name(s) of the advisor(s). The MEMS coordinator/chair then circulates the proposal among the MEMS faculty for approval prior to the end of spring exams.

3. If the student's proposal is accepted by the MEMS faculty, the student is identified as a Candidate for Honors. Each Candidate will work with a Departmental advisor (and at least one other MEMS faculty, as appropriate) during the fall or spring semester of Senior year, and will produce a research paper.

4. At a designated time during the end of the semester in which the student is enrolled in MEMS 490 (and no later than the last day of classes), each candidate will submit a final paper, at least 30 pages in length (and no more than 50), which is bound and kept on file in the College Archives. Following submission of the revised paper, at the latest, three (3) additional and appropriate MEMS faculty are asked by the thesis advisor to serve as readers, and given sufficient notice and time to read and critique the paper. The student and readers then meet, and the student is expected to present, discuss, and defend their work.

N.B.: it is the responsibility of the student's principal advisor to enlist the readers, and to organize the oral defense, both in a timely manner; however, the readers alone will decide whether to grant honors or not.

5. Immediately following the oral defense, the three readers confer and decide whether or not to award Honors. Honors are not awarded automatically, and are awarded only when there is a consensus or majority vote among the three (3) MEMS readers.

Opportunities for off-campus study

Dickinson Study Abroad programs provide MEMS students with the opportunity for intensive academic experience in several Dickinson-sponsored sites:

- Bologna, Italy
- Bremen, Germany
- Mendoza, Argentina

- Norwich, England
- Toulouse, France
- Málaga, Spain

Co-curricular activities/programs

There are many programs, lectures, residencies, and activities co-sponsored by MEMS and participating academic departments. Students should consult the College Calendar for these events throughout the academic year, as well as the website for MEMS and participating departments.

Courses

200 Discourse and Methods in Medieval & Early Modern Studies
Sophomore methods course for the major in Medieval & Early Modern Studies. This is a team-taught, interdisciplinary course, with topics and faculty rotating among the participating departments. Each course will be offered under the umbrella of a single topic, such as a city, a subject, an idea. An introduction to critical and historical methods and discourses within the discipline of Medieval and Early Modern Studies, including reading, critique, research, and interpretation.

490 The Senior Experience
Senior Projects and Research in Medieval & Early Modern Studies. Seniors in the major will work independently with a director and a second faculty reader (representing another discipline in the major) to produce a lengthy paper or special project which focuses on an issue relevant to the cluster of courses taken previously. Under the direction of the program coordinator, students will meet collectively 2 or 3 times during the semester with the directors (and, if possible, other MEMS faculty) to share bibliographies, research data, early drafts, and the like. This group will also meet at the end of the semester to discuss and evaluate final papers and projects.
Prerequisite. 200; four-course "cluster."

Core and Cluster Courses

ARTH 101: Introduction to the History of Art
ARTH 102: Introduction to the History of Art
ARTH 205:Topics in Art History
ARTH 212: Michelangelo: Man and Myth
ARTH 216: Goddesses, Prostitutes, Wives, Saints and Rulers: Women and European Art 1200-1680
ARTH 300: Artists, Audience, Patrons: Art & Architecture of the Italian Renaissance

ARTH 391: The Arts in Late Gothic Europe
CLST 100: Greek and Roman Myth
CLST 253/HIST 221: Roman History
ENGL 101: Topics [Shakespeare's Comedies; Shakespeare's Tragedies; Medievalism from J.R.R. Tolkien to Game of Thrones]
ENGL 222: Topics in Method and Theory [History of the Book]
ENGL 311: Questions of Author and Audience [Revolutionary Milton]
ENGL 321: Questions of Culture, Nation, and Identity [Mapping the Global Middle Ages]
ENGL 331: Questions of Form, Medium, and Materiality [Medieval Romance, Where Do Novels Come From]
ENGL 341: Questions of History, Period, and Influence [Shakespeare: Politics/Culture, English Literature 1660-1800]
HIST 101: Surveys in History [The Age of Faith: Medieval Europe between Church and State]
HIST 105: Medieval Europe
HIST 106: Early Modern Europe to 1799
HIST/MEST 121: Middle East to 1750
HIST 130/LALC 230: Early Latin American History to 1800
HIST 170/AFST 170: African Civilizations to 1850
HIST 213: Topics in European History [The Crusades, Popular Culture in Early Modern Europe]
HIST 222: Feudal Europe
HIST 223: Renaissance Europe
HIST 247: Early American History
HIST 253/RUSS 253: Autocracy, Uprisings, and Daily Life in Medieval Ukraine, Russia, and its Empire
HIST/MEST/RELG 259: Islam
HIST/AFST/LALC 272:The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850
HIST 280: Medieval and Renaissance Women
HIST 311: Studies in American History [Violence and Colonialism]
HIST 313: Studies in European History [Scientific Revolutions]
ITAL 321: Food and Culture in Medieval and Renaissance Italy
ITAL 322: Dante's Divine Comedy (in English)
ITAL 341: The Discourse of Love
ITAL 400: Senior Tutorial in Italian Studies [Boccaccio's Decameron]
JDST/RELG 224: Kabbalah: Healing the Soul, Repairing the Cosmos
LATN 234: Ovid

LATN 241: Early Christian Latin
LATN 242: Virgil, Aeneid
LATN 243: Lucretius
LATN 343: Lyric and Elegy
LATN 352: Roman Satire
MUAC 101: Early Musical Migrations
MUAC 125: Keys to Music 2: Sacred Roots
MUAC 126: Keys to Music 3: The Enlightenment
MUAC 352: Seminar in Early Music
PHIL/POSC 180: Political Philosophy
PHIL 202: 17th and 18th Century Philosophy
RELG/JDST 203: Hebrew Scriptures/Old Testament in Context
RELG 212: History of Christianity: From Margin to Center
RELG 307: Heretics, Pagans, and Martyrs: Formation of Religious Identities in Late Antiquity
RELG 312: Topics in the History of Christianity [Eastern Orthodox Christianity]
SPAN 380: Topics in Hispanic and Luso-Brazilian Studies [History of the Spanish Language, Topics in the Middle Ages]

Middle East Studies

Learning Outcomes

Upon graduation from Dickinson, Middle East Studies majors will be able to:

- describe the Middle East and North Africa from varied disciplinary perspectives;
- analyze differences between the United States and the diverse societies of the Middle East and North Africa;
- communicate effectively in Arabic or Modern Hebrew using all four linguistic skills (reading, writing, speaking, and listening) to at least the intermediate standard as measured by OPI;
- synthesize knowledge gained across the curriculum and apply it to effectively addressing specific topics in oral presentations and in writing.

Major

12 courses consisting of the following:

Two years of Arabic or modern Hebrew (4 courses)
HIST 121 Middle East to 1750
HIST 122: Middle East since 1750

One social science course in another discipline (3 courses)

Three humanities courses (3 courses)
One additional elective
(NOTE: one of these electives to be in a country that is not the focus of the language study.)

Senior Research (1 course)

Senior research includes a senior workshop consisting of three 75-minute meetings in the first two weeks of the semester to help MEST seniors reflect on different disciplinary approaches to a contemporary issue.

In addition to any class with a MEST course number, the following courses will count toward the major. Relevant courses under the rubric of "topics" in various departments will also meet major requirements:

ARBI 101: Elementary Arabic
ARBI 102: Elementary Arabic
ARBI 201: Intermediate Arabic
ARBI 202: Intermediate Arabic
ARBI 301: Advanced Arabic
ARBI 302: Advanced Arabic
ARBI 360: Topics in Arabic Language and Culture
HEBR 101: Elementary Modern Hebrew
HEBR 102: Elementary Modern Hebrew
HEBR 201: Intermediate Modern Hebrew
HEBR 202: Advanced Modern Hebrew
HEBR 231: Hebrew Conversation and Composition
HEBR 232: Topics in Hebrew Literature
HEBR 331: Topics in Hebrew Literature and Israeli Culture
HIST 121/MEST 121: Middle East to 1750
HIST 122/MEST 122: Middle East since 1750
HIST 213: The Age of the Crusades
HIST 259/RELG 259/MEST 259: Islam
HIST 315: Modern Iran
HIST 371/MEST 231: The Arab-Israeli Conflict

HIST 404: US-Middle East Relations
JDST 204/RELG 204: Judaism
JDST 216: Jews and Judaism in the Medieval World
JDST 233/RELG 233: Israeli Cinema
JDST 234/RELG 234: Love, Sex and Hebrew Texts (in Translation)
POSC 277/INST 277/MEST 266: International Politics of the Middle East
POSC 290: Comparative Politics of the Middle East
POSC 264/JDST 264/MEST 264: Politics, Society and Culture in Israel
RELG 111: From Abraham to Al-Qaeda: Jews, Christians, and Muslims from their Origins to the Present
RELG 307: Heretics, Pagans, and Martyrs: Formation of Religious Identities in Late Antiquity
RELG 312: Christianity in the Middle East

Minor

6 courses

- One course in the Middle East history HIST 121 or 122
- Two 200-level courses in Arabic or Modern Hebrew or equivalents
- Three elective courses in the humanities and/or social sciences, related to the region. (Note: 300-level language courses cannot count as electives).

Suggested curricular flow through the major

The MEST major was designed with the hope and expectation that all of our students would spend one or two semesters in the Arab world or Israel. As a result, we developed the curriculum so that a student who did spend one/two semesters abroad could complete all the requirements for the major, as long as they followed a few guidelines.

The guidelines are written for the entering student who may want to major in MEST. Rather than specify the courses that you "must" have in a given semester, the following are general guidelines regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major – this provides maximum flexibility in your junior and senior years.

First Year
Fall Semester: MEST/HIST 121, and Arabic or Hebrew

Spring Semester: MEST/HIST 122, Arabic or Hebrew, and MEST elective in humanities or social science

Sophomore Year
Arabic or Hebrew (complete language requirement: 4 semesters)
One MEST elective in humanities or social science
One additional elective to be in a country that is NOT the focus of the language study
MEST general electives: please refer to the MAJOR section of the Academic Bulletin: Middle East Studies.

Junior Year

MEST general electives: refer to the MAJOR section of the Academic Bulletin: Middle East Studies.
Arabic or Hebrew

Recommend one semester or full year in study abroad program

Senior Year
Senior research
Finish all other MEST requirements (core courses, electives, language as needed)
Arabic or Hebrew

For information regarding the suggested guidelines, please feel free to contact a MEST faculty member and discuss with your advisor. Students not following these guidelines may still be able to study abroad and still complete the major, but will face a more demanding senior year.

Honors

A student will be awarded Honors if the student has a 3.50 average overall and in the major, and two readers (the thesis advisor and another reader) agree that the Senior Research Paper deserves an A.

Opportunities for off-campus study

Students should consult with the program coordinator and the Center for Global Study and Engagement to determine suitable opportunities for off-campus study. For students taking Arabic, Dickinson has a Partner Program with the American University in Cairo. For students taking Modern Hebrew, Dickinson has a Partner Program with the Jewish Theological Seminary in New York City.

Co-curricular activities/programs

Middle East Studies offers films and lectures that are coordinated with the core courses, but which are open to the entire community, often in cooperation with the participating departments. The Arabic Club, a student-led organization associated with Middle East

Studies, publishes a newsletter, organizes pizza/movie nights, offers calligraphy demonstrations and other programming that is open to the entire Dickinson community.

Courses

121 Middle East to 1750
The rise of Islam, the development of Islamic civilization in medieval times and its decline relative to Europe in the early modern era, 1500-1750.
This course is cross-listed as HIST 121.
Attributes: Global Diversity, INST Middle East/N Africa Crse, Social Sciences

122 Middle East since 1750
Bureaucratic-military reforms of the 19th century in Egypt and the Ottoman Empire, European imperialism, regional nationalisms, contemporary autocratic regimes, and the politicization of religion.
This course is cross-listed as HIST 122.
Attributes: INST Middle East/N Africa Crse, Social Sciences

200 Selected Topics in Middle East Studies
The subject matter will vary from year to year dependent upon the expertise of faculty and the needs and interests of students.
Prerequisite dependent upon topic.

221 Women of the Middle East: Stories of Resistance
The condition of women writers in post-colonial, predominantly Arab countries is heavily marked by the dual legacy of the region's Muslim heritage and the cultural imprint of former colonizers, which are intertwined with ethnic, religious, linguistic and other differences that in varying ways traverse the region as a whole. The tensions associated with these differences erupted in wars in some countries and violence and discrimination against women in some others. Several women writers stood up against injustice and sexism by writing to defend women's rights and render justice. Their writing served to bear witness and preserve the victim's memory. This course focuses on Middle Eastern women's narratives in times of conflict and examines issues of representation, gender and sexuality, national identity, and memory and trauma.
This course is cross-listed as WGSS 221, and FREN 364.
Attributes: FLIC French, Global Diversity, Humanities, INST Middle East/N Africa Crse, Middle East Humanities

231 The Arab-Israeli Conflict
A study of conflict through four phases: the early stages of the Zionist movement and its impact in Ottoman Palestine to 1917; Zionist immigration and settlement and Arab

reaction during the Mandate period; the creation of Israel and its wars with the Arab states to 1973; and the rise of a Palestinian Arab nationalist movement and the challenges it poses to Arab states and Israel.
This course is cross-listed as HIST 371.
Attributes: INST Middle East/N Africa Crse, Social Sciences

233 U.S. Public Diplomacy in the Arab World
This course introduces the students to the theory and practice of U.S. public diplomacy in the Arab world from a historical and a comparative perspective, looking at past challenges, successes and failures. The course examines the role of public diplomacy in the context of U.S. strategic interests in the region, U.S. efforts to promote democratic governance in the Arab world through the use of public diplomacy tools including traditional and new media, cultural exchanges, and educational programs. Students will debate whether public diplomacy should be integrated into the policy-making process, and how it could complement traditional diplomacy and advance political, military, and economic policies.
Attributes: AMST Struct & Instit Elective, INST Middle East/N Africa Crse, Security Studies Course, Social Sciences

234 Middle Eastern American Communities
This interdisciplinary course considers the history of Middle Eastern American communities, and the related development of "Islamophobia." We survey the history of the diverse immigrant communities that trace their heritage to a vast region of the world, the variously defined "Middle East." In the 1990s, Islamophobia emerged as a controversial concept after decades of discussion around Orientalism and anti-Arab racism. Today, some see Islamophobia as a catch-all concept for discrediting necessary anti-terrorism measures like profiling, surveillance, and wiretaps. Others see Islamophobia as fitting into a pattern of racialized scapegoating, where people experience violence and discrimination. Topics for discussion include ethnic group and identity formation, the "war on terror," connections between domestic and international US policy, and civil rights advocacy.
This course is cross-listed as SOCI 234. Offered every two years.
Attributes: AMST Struct & Instit Elective, Middle East Social Science, Social Sciences, US Diversity

259 Islam
An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times.

This course is cross-listed as HIST 372 and RELG 259.
Attributes: Global Diversity, Humanities, INST Middle East/N Africa Crse, Religion - Western Traditions, Social Sciences

260 Media & Politics in the Middle East & North Africa
Together we will try to answer the questions: What roles do media technologies and practices (particularly new digital technologies) play in the politics of Middle Eastern and North African (MENA) countries? How do states respond to the challenges and opportunities presented by changes in the communication ecosphere? We will study the development of mass media and its regulation in the MENA region. Students will collaborate to produce presentations for the class on particular problems in the role of media in politics and society, and will also complete individual critical and reflective works. The class will make extensive use of digital and social media, seeking to understand their political and social impact partly through first-hand experience.
This course is cross-listed as POSC 260. Offered every two years.
Attributes: Global Diversity, INST Middle East/N Africa Crse, Political Science Elective, Social Sciences

261 Authoritarianism & Change in the Middle East & North Africa
This course will examine the most important features of the different varieties of authoritarian regimes in the Middle East & North Africa (MENA) and seek to explain the different outcomes of popular uprisings against them and other pressures to reform. Participants will study the range of governing institutions and traditions among modern MENA regimes. Students will learn to analyze competing explanations for the persistence of authoritarianism in the region—for example: explanations derived from culture; from abundant hydrocarbons resources; from colonialism; and from historical institutions—as well as the prospects for the spread of more democratic government in the region.
This course is cross-listed as POSC 261.
Attributes: Comparative Poli Sci Course, Global Diversity, Social Sciences

262 Zionism: Ideology, Institutions, Cultures & Contestations
This course aims to provide students with a multi-dimensional understanding of Zionism as a political ideology that found its expression in the creation of a state, the establishment of a particular set of economic and cultural institutions as well as in the creation of new conceptions of land, space, and group interaction. At once a future-oriented revolutionary ideology and revivalist movement based on the idea of returning to an ancient homeland, the significance of Zionism in 20th and 21st centuries cannot be understated. Zionism (or rather, Zionists), produced a state Israel whose foundation has roiled politics in the Middle East until today. This course will look at the particular historical circumstances

that gave rise to Zionism in the late 19th century, Zionist institutions, political culture and dominant historical narratives. The course will conclude with a detailed examination of more contemporary critics of Zionism both from within Israel and outside of it.
This course is cross-listed as POSC 290 and JDST 262.
Attributes: Global Diversity, Humanities, Judaic Studies Elective, Political Science Elective, Social Sciences

264 Politics, Society & Culture in Israel
This course provides an overview of the major political, social, and cultural forces that have shaped, and continue to shape, modern Israel. It covers the origins of the Zionist movement, political leadership, foreign relations, parties, the electoral system and the Israeli-Palestinian and Israeli-Arab conflict more broadly. In society, it focuses on the major cleavages in Israeli society, civil society, consumerism, as well as the impact of the Holocaust and the role of the Israel Defense Forces. The cultural component centers largely on poetry, short stories and changes in popular music. The course is intended to add nuance and depth to the often one-dimensional portrayal of Israel in the media and provide students with the analytical tools to better understand events in the Middle East.
This course is cross-listed as POSC 264 and JDST 264.
Attributes: Comparative Poli Sci Course, Global Diversity, Humanities, Judaic Studies Elective, Social Sciences

266 International Politics of the Middle East
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.
Prerequisite: one course in any of International Studies, Middle East Studies, or Political Science. This course is cross-listed as POSC 277 and INST 277.
Attributes: Global Diversity, INST Global Security, INST Middle East/N Africa Crse, LAWP Policy Elective, Security Studies Course, Social Sciences

272 Islam and the West
This course examines the contemporary relationship between the Islamic world and the Western world. In recent years, many interpretations of this relationship have developed, with some claiming a clash of civilizations is underway. The course critically engages the rapidly growing literature on this topic, while providing an introduction to the sociology of religion, an examination of so-called Western values and their Islamic counterparts, an analysis of key moments in recent history, and finally a survey of minority Muslim

communities in the West.
This course is cross-listed as SOCI 272. Offered every year.
Attributes: AMST Struct & Instit Elective, Global Diversity, Middle East Social Science, Social Sciences

490 Middle East Studies Research Seminar
Selected topics in Middle East Studies at the advanced level, designed for Senior research. The subject matter will vary. May be cross-listed with seminars in related programs.
Prerequisite: dependent upon topic. Offered occasionally.

Military Science

General Information

Participation in military science courses during the first and sophomore years results in no military obligation. Individuals who elect to continue in and successfully complete the program during their junior and senior years can receive a commission as a second lieutenant in the U.S. Army, National Guard or Army Reserves upon graduation. Upon graduation and commission, they will incur an eight year service obligation.

Certification

Army ROTC Global Preparedness Certificate

Students who meet the following requirements will receive notation on their transcript at graduation that they have completed a Global Preparedness Certificate:

1. All current requirements of the U.S. Army ROTC curriculum;
2. Study of a foreign language - preferably, but not limited to, the critical languages of Arabic, Chinese and Russian through the intermediate level;
3. Study at a non-US, Dickinson approved site for at least a semester -preferably a year - and where feasible, housing with a host family;
4. Complete all requirements for the Security Studies Certificate (note: students will not earn both certificates).

Courses

101 Foundations of Basic Leadership
A first-look at the challenges of adaptive leadership in a complex world. Students are

introduced to complex problems and tasked with developing their own solutions using critical thinking skills. Students will learn how to deal with outcome-based training in which they are given a desired result, and must find solutions that are acceptable, reasonable and feasible for the situation. Areas of interest include an introduction to Army leadership, values, customs and courtesies, basic Army formations, land navigation and tactics all of which form the foundation for a career of service to the nation as a U.S. Army Officer.
Open to all Dickinson students.

102 Foundations of Agile and Adaptive Leadership
A critical inquiry into the evolution of the relationship between military policy and the foreign and economic policies of the United States. A careful study of military history designed to foster in the student a balanced judgment of both political leaders and Soldiers and of their mutual problems in the conduct of military affairs in peace and war. By means of both written and oral presentations regarding the history of military art, battle history, technical studies and the relationship of the armed forces with society, students will be encouraged to develop a habit of critical reflection. To complement their investigation of military history, students will receive practical instruction in the application of military art and basic Soldier skills.
Prerequisite: 101 or permission of instructor. One full course credit. Open to all Dickinson students.

150 Holistic Health and Fitness
Students experience opportunities for strenuous physical activity that serve as examples of exercise routines that students can adopt as personal workout plans. Emphasizes the development of an individual fitness program and the role of exercise and fitness in one's life utilizing a kinesthetic learning model. The course provides a basic understanding of proper combinations of physical fitness (such as strength, speed, and endurance) and foundational health (such as the cardiovascular, respiratory, immune, and hormonal systems) that are optimized through careful attention to nutritional readiness, mental readiness, spiritual readiness, and sleep readiness. The team approach is utilized in the instruction and application of Army physical fitness requirements, supervised by Army ROTC faculty. Full participation in all events will be determined based on student's physical and medical eligibility. Progress is graded using the Army Combat Fitness Test (ACFT) and leadership attributes and competencies.
Zero credits; this course is repeatable. Prerequisite: Students must obtain a physician's signature or a "Medical Fitness Statement" provided by the Department of Military Science at the beginning of the semester.

201 Leadership and Decision Making
Students will explore the dimensions of creative and innovative leadership strategies, leadership styles by examining team dynamics and historical leadership theories that form the basis of leadership framework and theory. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values, attributes and norms through an understanding of leadership roles, the hierarchy of leadership, duties and responsibilities while learning to train, motivate and groom subordinates leaders. Students will complete leadership case studies and provide tangible context for learning dynamic leadership theory.
Open to all Dickinson students.

202 Leadership and Team Development
Students will expand their knowledge of leadership principals and theory while exploring military historical leaders, situational leadership, adaptive leadership and transformational leadership. During this course students will learn to lead individuals and teams while understanding how to motivate individuals to complete a common goal. Students will further learn effective writing skills and understanding how to write operational requests, official memorandums, policies and evaluations. The capstone of this course will be to evaluate themselves as leaders, identify and compare the leadership principals of a historical leader.
Prerequisite: 201 or permission of instructor. One full course credit. Open to all Dickinson students.

301 Adaptive Military Team Leadership
Challenges Students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Students continue to develop their leadership and critical thinking abilities. The focus is developing Students' tactical and organizational leadership abilities to enable them to succeed at ROTC's Cadet Leader Course.
prerequisite: 202 or permission of instructor.

302 Applied Military Team Leadership
Students are required to apply creative and innovative solutions to complex problems. Students will apply basic principles and skills developed throughout this course as it pertains to decision-making, motivating and leading small organizations. Aspects of historical military operations are reviewed and evaluated as a means of preparing students

for small unit leadership and ROTC's Cadet Leader Course. Students are expected to apply the basic principles of Army training methodology, the Law of Land Warfare and military troop leading procedures. Examines the importance of ethical and moral decision making in establishing a positive climate that enhances overall team performance. Emphasis is placed on student ability to communicate effectively through written and oral presentations.
Prerequisite: 301. One full course credit.

401 Adaptive Military Leadership
Develops Cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC Cadets. Lessons on military justice and personnel processes prepare Cadets to make the transition to Army officers. MISC 401 Cadets analyze, evaluate, and instruct Cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MISC 401 Cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.
One course credit. Meets two hours per week each semester. Prerequisites: MISC 302.

402 Military Leadership in a Complex World
Explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing Cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.
Meets two hours per week each semester. Prerequisite: MISC 401.

Music

Learning Outcomes

Upon graduation from Dickinson, Music majors with a composition emphasis will be able to:

- activity (compositions, cultural discourse, performances, texts) through the disciplinary lenses of performance and/or theoretical, cultural, and historical analysis;
- demonstrate skills of critical listening to musical practices, sound worlds, experiences, and scholarship through performance, analysis, composition, writing, and public presentation;
- deploy elements of music to create successful, original compositions.

Upon graduation from Dickinson, Music majors with a music and sound emphasis will be able to:

- develop and articulate coherent interpretations of the outcomes of musical thought and activity (compositions, cultural discourse, performances, texts) through the disciplinary lenses of performance and/or theoretical, cultural, and historical analysis;
- demonstrate skills of critical listening to musical practices, sound worlds, experiences, and scholarship through performance, analysis, composition, writing, and public presentation;
- identify, critically assess, and apply relevant scholarly methodologies to cogently analyze musical and sonic works and worlds, performances, and soundscapes, verbally and in writing;
- identify and critically assess a diversity of primary and secondary sources in conducting research in music and/or sound studies.

Upon graduation from Dickinson, Music majors with a performance emphasis will be able to**:**

- develop and articulate coherent interpretations of the outcomes of musical thought and activity (compositions, cultural discourse, performances, texts) through the disciplinary lenses of performance and/or theoretical, cultural, and historical analysis;
- demonstrate skills of critical listening to musical practices, sound worlds, experiences, and scholarship through performance, analysis, composition, writing, and public presentation;
- demonstrate the technical, interpretive, and performative skills needed for a successful public recital.

Major

Music Major Core:
One course from MUAC 100 – 102
MUAC 126
MUAC 209
MUAC 131 & 133 OR 133 & 231
1 credit in MUPS 113 and/or 114
One 300-level MUAC seminar

MUAC 401
4 semesters MUEN 009

Students may complete the Arts requirement after four semesters (1.0 course) of involvement in the same music ensemble:

- an instrumental ensemble (Jazz, Orchestra or Chamber music)
- a vocal ensemble (Choir, Chamber music (with a vocal component))
- chamber music

Music and Sound Studies Emphasis
Two additional MUAC electives at the 200-level (210, 211, 212, 206, 221, 245, 246)
One additional 300-level seminar (MUAC 345, 351, 352, 353, 354, 355, 356, 357)

Music Performance Emphasis
MUAC 245 and 246
MUPS 323 and 324
MUPS 423 and 424

Music Composition/Theory Emphasis
MUAC 245 and 246
232 (0.5 credit)
233 (0.5 credit)
333* (0.5 credit)
335 (0.5 credit)
435

*MUAC 333 can be repeated

Minor

Any six full credits in music, one of which must be an MUAC course.

Music Department Ensembles

Students participating in MUEN ensembles will receive .25 credit per semester of co-curriculum involvement. Students will be graded on CR/NC grade type.

Admission to all department ensembles is by audition at the beginning of the academic year or by permission of the director. Instrumental ensembles meet once a week for 2 to 2 1/2 hours each. Choral ensembles meet twice a week for 1 to 1 1/4 hours each. Credit for participation in department ensembles is noted on participants' transcripts.

MUEN 009-02, College Choir Each year, the College Choir performs two concerts featuring a diverse and moving range of international choral music that reflects Dickinson's global mindset and intercultural practice. In recent years, the choir has sung in over thirteen languages—including Arabic, Hebrew, Chinese, Japanese, and Korean—and presented innovative programs to address current social and political concerns. The choir also regularly collaborates with other student ensembles—such as the Dickinson Orchestra, the Jazz Ensemble, and the Dance Theater Group—as well as professional institutions in our area. All students—regardless of major—are encouraged to contact the director for an audition.

MUEN 009-04, **Jazz Ensemble** This ensemble performs classic big band arrangements and also features small combos from the larger group. Concerts regularly feature nationally-known guest soloists.

MUEN 009-05, **College-Community Orchestra** The Dickinson Orchestra engages music majors, non-majors, community members, and faculty in the exhilarating and edifying process of rehearsing and performing some of the most inspiring and revered orchestral works of the last 300 years. Participation in orchestra builds skills of analytical and critical listening, time management, discipline, concentration, teamwork, and sight-reading. Participants gain insight into the interpretive process and elements of style. Rehearsals culminate in one performance each semester. The spring concert features the winner of the Annual Student Concerto Competition. Programs frequently feature faculty soloists and have included symphonies by Beethoven and Tchaikovsky, requiems by Mozart and Faure, and Handel's *Messiah,* as well as contemporary monuments such as Joan Tower's *For the Uncommon Woman*, and Joseph Schwantner's *New Morning for the World*.

MUEN 009-01 & 06, **Chamber Music** This course provides the opportunity to engage in music-making in a small group with your peers, coached by a member of the Dickinson

Music faculty. Chamber music entails intimate musical conversations and hones skills of critical listening, spontaneous response, visual cuing, and collaboration. Each chamber group has the option with faculty's discretion to perform their work publicly at the end of the semester.

MUEN 009-07, **Lyric Performance Practicum** A performance ensemble where students will study and perform arias, songs, ensembles and scenes from opera, chamber music, and musical theatre using modern performance techniques and stagecraft.

Suggested curricular flow through the major

YEAR ONE

Fall

MUAC A 100-level MUAC course

MUPS 113

Ensemble

Spring

Another 100-level MUAC course and perhaps a 200-level MUAC course; MUAC 102 and 126 encouraged

MUPS 114

Ensemble

YEAR TWO

Fall

A 200-level MUAC course: 209 (if offered), 245 encouraged, or MUAC 210, 211, 212, or 221 (music studies emphasis)

MUAC 131 & 133

MUPS 223 (performance studies emphasis)

Ensemble

Spring

MUAC 209 or Music Elective (206, 211, 221, 246, etc.)

MUAC 231 and 233 (composition/analysis emphasis) or MUPS 224 (performance studies emphasis)

Ensemble

YEAR THREE

Fall

MUAC 300-level course

Music Elective

MUAC 232 and 333 (composition/analysis emphasis) or MUPS 333 (performance studies emphasis)

Spring

MUAC 35X (musical studies emphasis) or MUAC 335 or MUAC 345 (composition/analysis emphasis) or MUPS 334 (performance studies emphasis)

Music Elective

YEAR FOUR

Fall

MUAC 401 (all emphases)

MUAC 35X (musical studies emphasis) or MUAC 435 (composition/analysis emphasis) or

MUAC 423 (performance studies emphasis)

Spring

MUPS 424 (performance studies emphasis)

Music Elective

Suggested curricular flow through the major

YEAR ONE

Fall

MUAC A 100-level MUAC course

MUPS 113

Ensemble

Spring

Another 100-level MUAC course and perhaps a 200-level MUAC course; MUAC 102 and 126 encouraged

MUPS 114

Ensemble

YEAR TWO

Fall

A 200-level MUAC course 209 (if offered), 245 encouraged, or MUAC 210, 211, 212, or 221 (music studies emphasis)

MUAC 131 & 133

MUPS 223 (performance studies emphasis)

Ensemble

Spring

MUAC 209 or Music Elective (206, 211, 221, 246, etc.)

MUAC 231 and 233 (composition/analysis emphasis) or MUPS 224 (performance studies emphasis)

Ensemble

YEAR THREE

Fall

MUAC 300-level course

Music Elective

MUAC 232 and 333 (composition/analysis emphasis) or MUPS 333 (performance studies emphasis)

Spring

MUAC 35X (musical studies emphasis) or MUAC 335 or MUAC 345 (composition/analysis emphasis) or MUPS 334 (performance studies emphasis)

Music Elective

YEAR FOUR

Fall

MUAC 401 (all emphases)

MUAC 35X (musical studies emphasis) or MUAC 435 (composition/analysis emphasis) or

MUAC 423 (performance studies emphasis)

Spring

MUPS 424 (performance studies emphasis)

Music Elective

Honors

Academic honors within the department is reserved for only our most outstanding students and requires excellence both in academic coursework and a capstone project. The requirements for honors are the same for all tracks within the major:

1. Achievement of a minimum GPA of 3.7 in all courses required for the student's declared track (composition; music history/theory; musical studies; performance studies) excluding MUAC 401.
2. Satisfactory fulfilment of the ensemble participation requirement in every semester the student enrolls in an ensemble.
3. Achievement of an "A" in MUAC 401, in which students develop and publicly present original research related to a final portfolio project.
4. Outstanding accomplishment ("A") in an individual capstone project related to the 401 portfolio that is overseen by a guiding faculty member. Courses that qualify for this requirement include: MUPS 424; MUAC 435 and 436; MUAC 493 and MUAC 494. Students may also propose other types of capstone projects by submitting a detailed petition outlining the project (no more than two pages) to the chair by the close of the add/drop period in fall semester.

Co-curricular activities/programs

The Music Appreciation Club

The Music Appreciation Club at Dickinson is open to all students interested in participating in and enriching campus musical culture. The Club sponsors many activities, including post-concert receptions, regular meetings with guest artists and lecturers, and field trips to off-campus concerts and lectures.

The Music Appreciation Club is also the sponsor for the student-led outreach initiative *Composed*—a group of Dickinson students who transport the love of music into the community via local elementary schools and community agencies. Community students learn the basics of playing guitars, keyboards, or ukuleles, and how to write songs.

Courses

NOTE: Two half-credits of performance studies in the same instrument will fulfill the Arts requirement.

NOTE: Students may withdraw from performance studies courses with a full refund (minus charges for lessons taken) up to the end of the add/drop period. After the add/drop period, no refund is made.

MUPS - Music Performance Studies

111 Performance Studies Class
Permission of the instructor required.
Attributes: Can't be taken pass/fail

111-01 & -04 Performance Studies: Piano Technique

Introduction to piano technique and keyboard fundamentals in a group setting. Recommended for all students wanting to learn piano at Dickinson (including music majors) with little or no prior experience. Course content includes both group and solo playing, individual practice sessions, basic music notation, listening assignments, and required concert attendance.
Will meet prerequisite for continued study in piano (114). Prerequisite: permission of the instructor.

111-02 Performance Studies: The Expressive Voice: from Page to Stage

This course explores the basics of expressive singing, confident speaking and the general mechanics of beginning voice study. Learn the anatomy of the voice. Wield the power of a colorful and dynamic speaking voice. Discover the joys of using your voice as a musical instrument. You will encounter group and solo class work, individual lessons, and musical coachings as you interpret text and give voice to your thoughts and feelings. The course is tailor-made to fit a student‘s ability level with individually shaped challenges helping them to read, speak, and sing more expressively. This class does not require the ability to read music.
Will meet prerequisite for continued study in voice (114). Prerequisite: permission of the instructor.

111-03 Performance Studies: Guitar

Introduction to plectrum and finger style guitar technique in a group setting. Recommended for all students wanting to learn guitar at Dickinson with little or no prior experience and for those music majors or future music majors with no guitar experience. Course content includes both group and solo playing, individual practice sessions, music notation, listening assignments, fretboard theory, basic musicianship and required concert attendance. While the emphasis in reading will be on standard notation, tablature and chord chart diagrams will be explored.
Prerequisite: permission of the instructor.

111-05 Performance Studies: Strings Class

The violin, viola, cello and double bass are all instruments with rich, beautiful, distinctive sounds. Ever wonder why those instruments are at the front of the stage at orchestra concerts? It is the string section that makes up the core of any orchestra's basic sound. If you've ever wanted to learn to play one of these elegantly crafted wooden boxes, here is your chance! This class is open to all students; no prior musical knowledge or experience necessary. This course would be ideal for budding composers who may want to write for strings one day. Course content includes both group and solo playing, individual practice sessions, music notation, listening assignments, bow technique, basic musicianship and required concert attendance. Emphasis will be on reading standard notation in preparation for group performance, culminating in a beginner recital with a pianist. *Prerequisite: Permission of the instructor.*

113 Performance Studies I
Private study open to all students who demonstrate some acquaintance with musical notation, and who should continue to study voice or an instrument at the basic level.
One-half or one course credit each semester. Prerequisite: permission of the instructor.
Attributes: Can't be taken pass/fail

114 Performance Studies I
Private study open to all students who demonstrate some acquaintance with musical notation, and who should continue to study voice or an instrument at the basic level.
One-half or one course each semester. Prerequisite: for Voice and guitar: MUPS 111 or MUPS 113 or permission of Instructor. For piano: MUPS 113 or permission of the instructor.
Attributes: Can't be taken pass/fail

213 Performance Studies II
Private study open to students who demonstrate a basic technique, and who should

continue to study voice or an instrument at the intermediate level.
One-half or one course credit each semester. Prerequisite: 114 and permission of the instructor.
Attributes: Can't be taken pass/fail

214 Performance Studies II
Private study open to students who demonstrate a basic technique, and who should continue to study voice or an instrument at the intermediate level.
One-half or one course credit each semester. Prerequisite: 114 and permission of the instructor.
Attributes: Can't be taken pass/fail

223 Performance Studies II (Performance Emphasis)
Private study for music majors with a performance emphasis. *One credit course each semester (MUPS 223-224). May be taken out of sequence.*
Prerequisite: MUPS 111 or 113, 114, permission of the instructor and director of performance studies.

224 Performance Studies II (Performance Emphasis)
Private study for music majors with a performance emphasis; culminates in required Upper Divisional juried performance exam. *One credit course each semester (MUPS 223-224). May be taken out of sequence.*
Prerequisites: MUPS 111 or 113, 114 or 223, permission of the instructor and director of performance studies. Offered every semester.

313 Performance Studies III
Private study open to non-majors and majors with a performance emphasis, who demonstrate a fully developed technical skill and who should continue study on the advanced level. May be repeated for credit with the permission of the instructor.
One-half or one course credit each semester. Prerequisite: 214 and permission of the instructor.
Attributes: Can't be taken pass/fail

314 Performance Studies III
Private study open to non-majors and majors with a performance emphasis, who demonstrate a fully developed technical skill and who should continue study on the advanced level. May be repeated for credit with the permission of the instructor.
One-half or one course credit each semester. Prerequisite: 214 and permission of the instructor.
Attributes: Can't be taken pass/fail

323 Performance Studies III (Performance Emphasis, with junior recital)
A two-semester sequence of private study for music majors with a performance emphasis, culminating in a public junior recital (324) that includes a variety of musical styles and, for vocalists, a variety of languages. A recital hearing is required at the end of 323 to determine if the student is prepared for the required junior recital (324).*One course each semester; may be taken out of sequence. Prerequisite for 323: successful Upper Divisional Performance exam at the end of 224, permission of the instructor and director of performance studies. Prerequisite for 324: successful recital hearing at the end of 323, permission of the instructor and director of performance studies.*
Attributes: Arts

324 Performance Studies III (Performance Emphasis, with junior recital)
A two-semester sequence of private study for music majors with a performance emphasis, culminating in a public junior recital (324) that includes a variety of musical styles and, for vocalists, a variety of languages. A recital hearing is required at the end of 323 to determine if the student is prepared for the required junior recital (324).*One course each semester; may be taken out of sequence. Prerequisite for 323: successful Upper Divisional Performance exam at the end of 224, permission of the instructor and director of performance studies. Prerequisite for 324: successful recital hearing at the end of 323, permission of the instructor and director of performance studies.*
Attributes: Arts

333 Performance Studies III (Study Abroad)
Private studio lessons open to music majors and minors who demonstrate a fully developed technical skill and who should continue study at the advanced level while abroad.
One-half or one course credit each semester. Prerequisite: MUPS 213 or 223

334 Performance Studies III (Study Abroad)
Private studio lessons open to music majors and minors who demonstrate a fully developed technical skill and who should continue study at the advanced level while abroad.
One-half or one course credit each semester. Prerequisite: MUPS 213 or 223

413 Performance Studies IV
Private study for non-majors or majors without a performance emphasis who will continue study at an advanced level.
Prerequisite: 314 and permission of the instructor.
Attributes: Can't be taken pass/fail

414 Performance Studies IV
Private study for non-majors or majors without a performance emphasis who will continue study at an advanced level.
Prerequisite: 314 and permission of the instructor.
Attributes: Can't be taken pass/fail

423 Performance Studies IV (Performance Emphasis, with senior recital)
A two-semester sequence of private study for senior music majors with a performance emphasis, culminating in a public senior recital (MUPS 424) that includes a variety of musical styles and, for vocalists, a variety of languages. The course content of MUPS 423 is the research, selection and preparation of the solo recital repertoire for the senior recital (MUPS 424). The culmination of MUPS 423 is an annotated bibliography and written program notes (about the composers, genres, poets, and other relevant information), to be published in the recital program booklet (MUPS 424) *One course each semester. Must be taken in sequence within the same academic year. Prerequisite for MUPS 423: MUPS 324, permission of the instructor and director of performance studies. Prerequisite for MUPS 424: MUPS 423, including successful completion of annotated bibliography, written program notes, and Recital Hearing at the end of MUPS 423; permission of the instructor and director of performance studies.*
Attributes: Arts

424 Performance Studies IV (Performance Emphasis, with senior recital)
A two-semester sequence of private study for senior music majors with a performance emphasis, culminating in a public senior recital (MUPS 424) that includes a variety of musical styles and, for vocalists, a variety of languages. The course content of MUPS 423 is the research, selection and preparation of the solo recital repertoire for the senior recital (MUPS 424). The culmination of MUPS 423 is an annotated bibliography and written program notes (about the composers, genres, poets, and other relevant information), to be published in the recital program booklet (MUPS 424) *One course each semester. Must be taken in sequence within the same academic year. Prerequisite for MUPS 423: MUPS 324, permission of the instructor and director of performance studies. Prerequisite for MUPS 424: MUPS 423, including successful completion of annotated bibliography, written program notes, and Recital Hearing at the end of MUPS 423; permission of the instructor and director of performance studies.*
Attributes: Arts

MUAC - Music Academic

100 Topics in Musical Studies
This course will introduce students to aspects of music, sound, and listening (Western

classical music, ethnomusicology, sound studies, popular music, jazz) through one or more of a number of lenses, cultural, historic, theoretic, performative, and/or compositional. It will require no previous musical literacy. The course will serve as a gateway to other courses in the department. Three hours per week.
Attributes: Arts

101 Early Musical Migrations
What did the past sound like? What kinds of music did people dance to, worship with, celebrate with, protest with? What musical instruments were used and how were they made? Who participated in music-making, composing, and listening and what did gender, race, or religion have to do with it? How did musical forms shapeshift as people migrated, traveled, conquered, colonized, or were forcibly displaced? How did new musical forms emerge in moments of encounter? These are just some of the questions that this interdisciplinary course will explore. Students will investigate select musical worlds from 900-1750 from the areas now known as Europe and the Americas. Students will acquire skills in critical listening. The ability to read music is not required for this course and non-musicians are welcome and encouraged.
Attributes: Arts, MEMS Elective

102 The Listening Mind
When we think about our response to music, often we describe its emotional and affective impact on our lives—in short, how it makes us feel. This course asks a different question: how do the languages of music provoke our minds by prompting intellectual questions, revealing cultural dynamics, and driving creative inquiry? How have composers, performers, and listeners made sense of the sonic environments around them, and what do their stories tells us about their aesthetic and ethical worldviews? Drawing from a wide range of disciplinary fields and historical examples from 1750 to the present, this course asks students to explore what music can reveal about society—its shifting cultural practices and biases—and our own relationships with the sounds we experience in our daily lives. The ability to read music is not required for this course and non-musicians are welcome and encouraged.
Attributes: AMST Representation Elective, Arts

115 Keys to Music 1: Overture
This gateway into the world of music through Western musical practice is your first step on a lifelong journey with music. From reading notes, to singing and being able to identify what you hear, we will learn the vocabulary and ways that you can notate the music of your imagination - all while learning to appreciate the richly diverse world of music. Whether you have a song in your heart or a seed for a symphony, it all starts here.

It's the basics of music, but it's just the beginning. Emphasis is upon the acquisition of musical literacy grounded in a thorough knowledge of Western music notation.
The course is intended for non-majors with little or no theory background, and for minors and majors as preparation for MUAC 125. Offered every semester.
Attributes: Arts

125 Keys to Music 2: Sacred Roots
What are the deepest roots of contemporary music, popular and arcane? In this course, we begin by studying the earliest written music in the Western world. We trace its technical developments from the modal music of the secluded monastery to the contrapuntal complexity of Renaissance musical cathedrals. Doing so, we begin assembling a tool kit for musical performance, composition, and analysis, including modes and the incipience of the major-minor key system.
The course includes two fifty-minute classes of aural skills lab each week. This course is cross-listed as RELG 318. Prerequisite: 115, placement exam, or permission of the instructor. Offered every fall semester.
Attributes: Arts, Humanities, MEMS Elective, Quantitative Reasoning

126 Keys to Music 3: The Enlightenment
Many aspects of today's music were shaped by principles of the Enlightenment. In this class, discover how those ideals transformed Western musical language in the 17th and 18th Centuries. We will examine the dualism of major and minor keys while learning how to arrange and string together harmonies. Studying music through discussion, analysis, critical listening and written exercises will augment your toolkit for composition and informed performance.
The course includes two fifty-minute classes of aural skills lab each week. Prerequisite: 125, placement exam, or permission of the instructor. Offered every spring semester.
Attributes: Arts, Quantitative Reasoning

131 Introduction to the Art of Composition
So you think the art of composing epic symphonies died with guys like Mozart, Beethoven, and Tchaikovsky? You think you need to wear a wig and be dead to compose great music? Think again! All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music in the great Classical tradition is being performed and heard, music created by living composers, music of recent and current generations, your generation no less, music by people you may meet or already know. And you, too, can learn to develop a sophisticated, articulate musical voice of your life and times. Think: Symphony for the 21st century. In this one-semester, half-credit course, students learn about the living art

and discipline of music composition through lectures on its history and current practice, listening assignments, and incremental composition exercises resulting in completed, small-scale works. Students will learn how the elements of sound comprise tools for conveying artistic expression, order, and meaning.
.5 credit course. Prerequisite: Ability to read music in both treble and bass clefs.

133 Living Music, Modern and Contemporary
All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.
.5 credit course.

137 Music Creation and Production
Traditionally, the act of composing music involves the creation of music notation, but the advent of mass-market digital-audio workstation software has revolutionized the music industry. This course explores a diversity of ways in which recorded and synthesized sounds can be used directly as raw material for music composition. Students will become acquainted with and gain experience using a variety of audio recording and editing techniques for the purpose of learning how to craft musical works using digital audio workstation and other computer music software. No prior no prior musical knowledge or experience necessary.
.5 credit course. Two of these .5 credit courses will fulfill the Arts requirement.

206 Music in the United States
This course explores the wide variety of music that composers and musicians created to reflect their own experience of and attitude toward American culture. The course explores not only the diverse means by which identity is encoded in musical language, including race, class, gender, ethnicity, and local practices, but also the ways in which music is employed within American culture, including religious life, social movements, wartime conflicts and protest movements, labor, and geo-political commentary. Unlike other courses at Dickinson, *Music in the United States* draws examples from a lengthy time-

span (1600s to the present day), fosters critical listening skills (i.e., how do I listen to jazz?), and interrogates the dialogues between musical genres that are often viewed as being on opposite sides of the "high/low" art divide (classical, religious, folk, blues, jazz, pop, rock, hip hop).
Offered every two years.
Attributes: AMST Representation Elective, Arts, US Diversity

209 Listening Across Cultures
Is music a "universal language"? How might we listen to, consume, and participate in music across a diverse cultural spectrum without engaging in "cultural tourism" or appropriation? Can we listen across cultures? Working with a wide range of approaches to these questions, this course introduces students to the interdisciplinary field of ethnomusicology (the study of music and sound in relation to social life). Students will study sound recordings and ethnographic films, read widely, and examine material objects (like musical instruments) drawn from socio-politically and geographically diverse case studies. No previous musical training or note reading skills are necessary.
This course is cross-listed as ANTH 205. Offered every two years.
Attributes: Arts, Global Diversity

210 Topics in Global Music
A topics course in which students explore a global musical culture or analytical issue (selected by the FTE) in greater detail and depth. This course builds from the survey/methods design of MUAC 209 (Ethnomusicology) and allows students to engage more deeply with advanced study of a specific music culture (e.g., South African music; Jewish music; global jazz) or of a specific analytical/historiographical issue within the discipline (e.g., colonialism; diaspora; transnationalism; multiculturalism; ecomusicology; improvisation).
Attributes: Arts, Global Diversity

211 Music, Gender, and Performance
Global divas, trans voices, and all girl bands: these are some of the topics we will consider. This course examines relationships between gender, music, and performance from an interdisciplinary perspective (music and sound studies, ethnomusicology, gender and queer theory, performance studies). We examine debates around issues of sex and gender and nature and culture through the lens of musical performance and experience and draw on musical examples from a diverse range of socio-cultural contexts from around the world. Some questions we consider include: To what extent is participation in particular musical scenes dictated by gendered conventions? What might the voice tell us about gender or sexuality? How might the gendered performances and the voices of

musical celebrities come to represent or officially "speak" for particular publics? How does music shape our understanding of emotion, our experience of pleasure? Class discussions will focus on careful readings of the assigned texts and listening/viewing assignments. Majors across the College are welcome and no musical note reading skills are necessary.
This course is cross-listed as WGSS 211.
Attributes: AMST Representation Elective, Arts, Global Diversity, WGSS Transntl/Global Perspect

212 Popular Musics of the Portuguese Black Atlantic
Samba, semba, fado, morna, tropicália, bossa nova, kudero: these are all popular music/dance forms from Portuguese speaking cultures. This interdisciplinary course explores popular music from 20th-21st century Brazil, Cape Verde, Angola, and Portugal as lenses into histories of Portuguese colonialism and African diaspora. We will listen to sound recordings, watch documentary films about performance, and read and discuss widely. We will ask questions about relationships between musical expression and the enduring legacies of colonialism. We will study music making in relation to power and resistance. We will explore issues of cultural appropriation, musical exoticism and hybridity in the marketing of local musics for international "world music" consumers.
This course is cross-listed as AFST 220, LALC 212, and PORT 320.
Attributes: Global Diversity

221 Music in Media
Music has been a central participant in digital storytelling since the technological advances of nineteenth-century opera. Through critical reading, listening, and viewing, you will become familiar with influential theories of musical representation, common compositional strategies for scene-building, and analytical modes of criticism and interpretation of music in film, television, video games, and other forms of media. The ability to read music is not required for this course and non-musicians are welcome and encouraged.
This course is cross-listed as FMST 210.
Attributes: AMST Representation Elective, Arts, Film & Media Studies Elective

231 Keep the Peace, Spare the Clash: Basic Composing, Note against Note
Two or more musicians, equal in importance, have to agree to some basic principles so as to make beautiful sonorities together and not merely clash in chaos. One such set of rules is the 500-year-old Western practice of counterpoint, the art and technique of combining multiple parts to create well-organized sounds and not sonic disorder. In this class, students learn to use this compositional technique, composing short etudes and studying

15th-18th-Century composers and repertoire as models. Each semester culminates in a short contrapuntal work for 2, 3, or 4 voices.
May be taken out of sequence. Two semesters, 0.5 credit each semester. Prerequisite: MUAC 115 or 125 or substantial evidence of previous compositional experience, advanced theory placement by exam (e.g. into MUAC 126, 245 or 246) and permission of instructor.

232 Keep the Peace, Spare the Clash: Basic Composing, Note against Note
Two or more musicians, equal in importance, have to agree to some basic principles so as to make beautiful sonorities together and not merely clash in chaos. One such set of rules is the 500-year-old Western practice of counterpoint, the art and technique of combining multiple parts to create well-organized sounds and not sonic disorder. In this class, students learn to use this compositional technique, composing short etudes and studying 15th-18th-Century composers and repertoire as models. Each semester culminates in a short contrapuntal work for 2, 3, or 4 voices.
May be taken out of sequence. Two semesters, 0.5 credit each semester. Prerequisite: MUAC 115 or 125 or substantial evidence of previous compositional experience, advanced theory placement by exam (e.g. into MUAC 126, 245 or 246) and permission of instructor.

233 Living Music, Modern and Contemporary
All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.
.5 credit course. Prerequisite: 133.

237 Music Creation and Production
Traditionally, the act of composing music involves the creation of music notation, but the advent of mass-market digital-audio workstation software has revolutionized the music industry. This course explores a diversity of ways in which recorded and synthesized sounds can be used directly as raw material for music composition. Students will become

acquainted with and gain experience using a variety of audio recording and editing techniques for the purpose of learning how to craft musical works using digital audio workstation and other computer music software. No prior no prior musical knowledge or experience necessary.
.5 credit course. Prerequisite: 137. Two of these .5 credit courses will fulfill the Arts requirement.

245 Keys to Music 4: Desire and Discord
Drama, fantasy, desire, tragedy, the supernatural, and virtuosity take center stage in the evolution of chromatic harmony as Romantic composers move away from the elegant, formal, constraint of the Classical period. Larger-than-life imagination permeates the Western works of the 19th Century paving the way for the sounds now so integral to the film and cinematic world. Through critical reading and analysis we delve into serpentine chord progressions, endless melody and epic-scaled forms to unlock the principles behind the music of gods and demons, love and vengeance, desire and death, all of which inevitably push the major/minor system to the brink of dissolution.
The course includes two fifty-minute classes of aural skills lab each week. Prerequisite: MUAC 126, placement exam, or permission of the instructor. Offered every fall semester.

246 Keys to Music 5: Brave New Worlds
As Western culture and life endured some of its most tumultuous upheavals, Western music similarly experienced its own world-shaking changes. Composers and performers engaged in rabid experimentation like mad musical scientists, seeking new methods and materials to give voice to life in the Atomic Age and after. Many Western musicians sought inspiration and materials in the musics of other cultures. In this course, we continue to fill our musical toolkits with new elements for performance, creation, and analysis, studying the music from the 20th Century to the present, as well as scales and techniques such as Indian ragas and Arabic maqam. *The course includes two fifty-minute classes of aural skills lab each week.*
Prerequisite: 126, placement exam, or permission of the instructor. Offered every spring semester.

251 Visible Music, Music Embodied: Introduction to Conducting
When large groups of people want to make complex music together, they need a way to coordinate their efforts, not only to start and end together, but to set a tempo, to help them change tempos without wrecking, to help them balance, and to unify their performance from a mere sum of parts into a refined whole. Ironically, such a musical leader cannot use sound to help a group of musicians shape their own sounds, and so the art and technique of conducting have developed to convey musical meaning by visual gestures.

This class introduces students to score-study techniques and to the code and practice of physical gestures that guide ensembles in rehearsal and performance.
Prerequisite: 245.

331 Intermediate Composition Lessons: Composing with Electronic Media
Drawing on the experience gained in MUAC 231/232, students will learn to compose original works for solo instruments, small chamber ensembles, and electronic media in one-on-one study. Emphasis will be placed on developing original solutions to compositional problems and challenges and to incorporating technology in compositional works and practice. When possible, the works will be read and/or performed and recorded.
.5 credit course. Prerequisite: MUAC 126, and 231 or 232, and 233 and permission of the instructor

332 Intermediate Composition Lessons: Composing with Electronic Media
Drawing on the experience gained in MUAC 231/232, students will learn to compose original works for solo instruments, small chamber ensembles, and electronic media in one-on-one study. Emphasis will be placed on developing original solutions to compositional problems and challenges and to incorporating technology in compositional works and practice. When possible, the works will be read and/or performed and recorded.
Prerequisite: MUAC 126, and 231 or 232, and 233 and permission of the instructor

333 Living Music, Modern and Contemporary
All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.
.5 credit course. Prerequisite: 233.

335 Composition Studies I: Orchestration
Drawing on the experience gained in MUAC 231/232, students will learn the complexities, challenges, and best practices in composing for all standard, Western,

acoustic instruments. Students will arrange works by other composers for instrumental combinations and will also create original works for large chamber ensembles of mixed instrumentation. When possible, the works will be read and/or performed and recorded.
Two semesters, 0.5 credit each semester. Prerequisite: MUAC 246, 231, 232, 233 and permission of instructor.

337 Music Creation and Production
Traditionally, the act of composing music involves the creation of music notation, but the advent of mass-market digital-audio workstation software has revolutionized the music industry. This course explores a diversity of ways in which recorded and synthesized sounds can be used directly as raw material for music composition. Students will become acquainted with and gain experience using a variety of audio recording and editing techniques for the purpose of learning how to craft musical works using digital audio workstation and other computer music software. No prior no prior musical knowledge or experience necessary.
.5 credit course. Prerequisite: 237. Two of these .5 credit courses will fulfill the Arts requirement.

345 Keys to Music 6: Theorizing Possibilities
Having filled your musical toolkit with elements and techniques in previous semesters of this track, develop and apply your own theories of music. We will learn and apply sophisticated methods of analysis and theorizing, methods that propose what makes music coherent, how it makes sense, what holds a piece together. Reaching beyond the received, Common-Practice theory of parts 1 – 5, this course explores a wide variety of music theories from the 18th Century up to the present.
Prerequisite: 245 or 246.
Attributes: Writing in the Discipline

352 Seminar in Early Music
Studies in selected topics of the history of music ca. 900-1750.
Prerequisite: 101 and 126 or permission of the instructor. Offered alternate years.
Attributes: MEMS Elective

353 Seminar in Music and Sound Studies
Studies in selected topics related to music and sound studies.
Prerequisite: MUAC 206, 209, 210, 211, 212, or 221, or permission of the instructor. Offered alternate years.

354 German Music and Politics
The boundaries of this course are narrow in space—Germany, Austria, and the Czech

Republic—but wide in the types of political topics that we will discuss: hero worship, nationalism, ethnic/racial definitions of a Volk, anti-Semitism, multimedia productions, genocide, political critique, censorship, and aesthetic debates. Students will also have an opportunity to explore a musical-political topic of their own through a short research unit.
This course is cross-listed as GRMN 350 and JDST 316. Offered alternate years.
Prerequisite: 102 or permission of the instructor.
Attributes: Arts, Judaic Studies Elective, Religion - Western Traditions, Writing in the Discipline

355 Seminar in Ethnomusicology
Studies in selected topics in ethnomusicology. Ethnomusicology, broadly writ, is concerned with examining the relation of musical expression, forms, and reception to socio-cultural life. As such, it is interdisciplinary in nature, straddling the humanities, the arts, and the social sciences. Critical analysis and understanding of socio-cultural difference, in relation to expressive culture, features as central to ethnomusicological theory, method, and writing conventions. Possible course titles include: "Music and Place," "Reading Musical Ethnography," "The Social Lives of Musical Instruments," "Ethnographic Research in Music and the Performing arts: Qualitative Methods."
Prerequisites: Dependent upon topic.
Attributes: Social Sciences

356 The Social Life of Music and Sound
Come explore soundscapes, from Dickinson's campus to soundscapes of human rituals (bells, cries, sung weeping, hollers), to soundscapes of urban spaces and soundscapes in nature. Come investigate diverse musical and performance worlds. This seminar introduces students to ethnography as a genre, as a set of practices for understanding music and sound in relation to social life. Some questions we consider: What is the relationship between fieldwork and story, music and representations of music? What might be some of the ethical considerations when conducting research with musical communities in the present? We will do deep dives into sound recordings, films, texts, and photographs; do local sound walks; and students will develop basic skills in interviewing, sound recording, and ethnographic writing. Each student will develop an independent small-scale ethnographic project on a topic of their choosing. Musical note reading not required. Interested non-majors who do not meet prerequisites are encouraged to seek permission of instructor.
This course is cross-listed as ANTH 205. Prerequisite: One of the following (MUAC 209, 210, 211, 212) OR one anthropology course OR permission of instructor.
Attributes: Social Sciences

357 Ear to the Earth

What might we learn about our relationships to the environment by orienting our ears to the earth? From the sounds of melting glaciers in the Antarctic to indigenous sound worlds in the rainforest of Papua New Guinea, where a gifted composer might have once collaborated with sounds of waterfalls and birds--- what can learn about our environment by listening to it? What perspectives might tuning into sound lend to thinking about climate change and resilience? This interdisciplinary seminar introduces students to a diverse range of approaches to using sound and music as modalities through which to understand human relationships to the natural world and the environment, from diverse historical moments, cultural contexts, and geographies. Our explorations will include: environmental sound recordings and soundscape compositions, documentary films and ethnographic accounts, and emerging work at the intersection of acoustic ecology, the arts, the humanities, and the social sciences. Students will conduct local place-based observations in select outdoor environments. Guided writing assignments on sound recordings, site observations, readings, and viewings, will assist students in developing skills in description, analysis, and reflection. No musical note reading skills are necessary.
Prerequisites: MUAC 209, 210, 211, or 212 OR ENST 161 (for ENST/ENSC majors) OR permission of instructor
Attributes: Arts, ENST Humanities/Arts (ESHA), Sustainability Connections, Writing in the Discipline

360 Introduction to Audio Engineering

Want to make high-quality editing and mixing like the pros? Thinking of a career in the recording industry? Then this is the class for you. Students will learn basic audio-engineering theories and skills, how to use sound recording and editing software and professional-quality recording equipment, how to assemble and implement digital audio workstations, and how to edit and mix recordings. Some competence in basic algebra is recommended.
Offered every summer session.

401 Senior Colloquium

The senior colloquium brings majors together in the final year of their coursework and provides them with a forum in which they will research, develop, and execute their capstone projects within the major (the guidelines for which will vary depending on student's emphasis within the major). In addition students will present their senior work in a public lecture/recital known as the annual Music Majors Colloquium at the end of the fall semester.
Prerequisites: One course from each of the following: a) 100, 101 or 102; b) 126, 245 or 246; c) 209; and d) 345 or any 350-level MUAC course.

431 Advanced Composition Lessons
Drawing on the experience gained in MUAC 331/332 and/or 335/336, students will be guided in one-on-one lessons to compose original works of broader scope for chamber ensembles. Students will develop increasingly sophisticated and original solutions to compositional problems and challenges. When possible, the works will be read and/or performed and recorded.
Prerequisite: MUAC 246 and 331 or 332 or 335 and 333 and permission of instructor.

432 Advanced Composition Lessons
Drawing on the experience gained in MUAC 331/332 and/or 335/336, students will be guided in one-on-one lessons to compose original works of broader scope for chamber ensembles. Students will develop increasingly sophisticated and original solutions to compositional problems and challenges. When possible, the works will be read and/or performed and recorded.
Prerequisite: MUAC 246 and 331 or 332 or 335 and 333 and permission of instructor.

435 Composition Studies II: Portfolio and Project
Drawing on the experience gained in MUAC 335/336, students will compose a substantial work for large chamber ensemble or larger (orchestra, band, choir). Students will also revise and refine works created earlier in their previous composition courses to achieve a polished portfolio of works for a variety of instruments, ensembles, and media. When possible and at the discretion of the professor and the director of the relevant ensemble(s), the work will be read, recorded, and possibly performed.
Prerequisite: MUAC 333 and 335 and permission of instructor. Students in Music Composition Emphasis must take concurrently with 401.

436 Composition Studies II: Portfolio and Project
Drawing on the experience gained in MUAC 435 students will revise and refine works created earlier in their previous composition courses to achieve a polished portfolio of works for a variety of instruments, ensembles, and media. Students will also continue to develop new works of greater depth and sophistication. When possible and at the discretion of the professor and the director of the relevant ensemble(s), a work will be read, recorded, and possibly performed. This class is required for all composition students undertaking Honors and recommended for seniors who wish to continue their composition work achieved in MUAC 435.
Prerequisite: MUAC 435 and 401.

437 Music Creation and Production
Traditionally, the act of composing music involves the creation of music notation, but the advent of mass-market digital-audio workstation software has revolutionized the music

industry. This course explores a diversity of ways in which recorded and synthesized sounds can be used directly as raw material for music composition. Students will become acquainted with and gain experience using a variety of audio recording and editing techniques for the purpose of learning how to craft musical works using digital audio workstation and other computer music software. No prior no prior musical knowledge or experience necessary.
.5 credit course. Prerequisite: 337. Two of these .5 credit courses will fulfill the Arts requirement.

493 Senior Seminar in Analytical Theory
Advanced independent study in musical analysis culminating in the creation of a major analytical essay. Open to seniors majoring in music.
Prerequisite: 245, 246, the relevant 300-level seminar, and permission of the department chair.

Neuroscience

Learning Outcomes

Upon graduation from Dickinson, Neuroscience majors will be able to:

- describe foundational neuroscience concepts, including from molecular and cellular, systems, behavioral subfields;
- design, conduct, interpret, and evaluate neuroscience research;
- relate in writing how their NRSC experience complimented or enhanced what they encountered in their NRSC coursework, how it influenced their plans for future jobs or graduate/clinical education, and/or how it contributed to their intellectual growth;
- locate and use relevant databases and clearly communicate neuroscience in written and oral formats to other scientists and the public.

Major

BIOL 132, and one of the following: BIOL 313, 327, 330, 333, 334
CHEM 131, 132 (OR CHEM 141)
PHYS 141 and 142, if completing the pre-health curriculum (OR PHYS 131 and 132, if not completing the pre-health curriculum; NOTE: MATH 151 or 170 is the prerequisite/co-requisite for PHYS 131-132)

NRSC 200
PSYC 125, one of the following 300-level courses: PSYC 310, PSYC 315, PSYC 325, PSYC 330, PSYC 380 (neuroscience-related research methods course) and one of the following 400-level courses: NRSC 400, PSYC 425, PSYC 430, PSYC 480 (neuroscience-related topics course), BIOL 401(neuroscience-related topics course), or BIOL 412 (neuroscience-related seminar course).

One elective may be chosen from courses listed above that the student has not already taken or another upper-level science course related to neuroscience (200-level or above): BIOL 216, 314, 318, 326, 327, 334, 335, or 417; CHEM 342 or 490; PSYC 355, 380 or 455.

The other elective must be outside of DIV III (200-level or above), and must be a course that examines science in a philosophical, environmental, or socio-cultural context. The following are current courses which will satisfy this second elective:

AMST 200: Health, Illness and Culture
AMST 301: Race, Gender and Body
ANTH 216: Medical Anthropology
ANTH 225: Human Osteology
ANTH 229: Principles of Human Variation and Adaptation
ANTH 245: Medicine, Science & Society
ANTH 256/AFST 256: Health & Healing in Africa
ANTH 310: Nutritional Anthropology
ANTH 331: Principles of Human Evolution
ARTH 375/PHIL 275: Beauty
JDST 216: Jewish Medical Ethics
PHIL 220: Biomedical Ethics
PHIL 254: Philosophy of Science
PHIL 256: Philosophy of Mind
PHIL 391: Morality and Mind
PHIL 391: Free Will and Science
SOCI 228/WGSS 228: Sociology of Sexuality
SOCI 230: when the topic is: Medical Sociology
SPAN 207/LALC 239: Spanish for Health Profession

Other courses, not included on this list, may satisfy the elective as determined by the Neuroscience program coordinator. The elective courses must be approved in advance in

consultation with the student's advisor and the neuroscience faculty. The student must be able to show how the electives fit into his/her neuroscience major.

All neuroscience majors are required to include an "Experience in Neuroscience" as part of their undergraduate program. This requirement may be satisfied by the successful completion of one of the following:

1. A Neuroscience-related independent study (i.e., NRSC 500)
2. An independent research project (NRSC 550) OR student/faculty collaborative research project (NRSC 560)
3. A summer research project or internship with a faculty member
4. An off-campus research experience or internship
5. A research experience or internship not covered by the above but deemed equivalent by the contributing faculty

Suggested curricular flow through the major

First-Year students (see Option A) who plan to major in Neuroscience are strongly encouraged to concurrently take PSYC 125 or BIOL 132 AND CHEM 131/141 the fall semester and BIOL 132 or PSYC 125 AND CHEM 132 the spring semester. PSYC 125 should be taken the first year, as it is a prerequisite for NRSC 200. Both BIOL 132 and PSYC 125 are offered every semester. (Please note: CHEM 141 can substitute for the CHEM 131-132 sequence.) Alternatively, a student could take PHYS 131 or 141 in the fall semester and PHYS 132 or 142 in the spring semester of their first year in lieu of the chemistry sequence. Students completing the Pre-Health curriculum should complete the PHYS 141-142 sequence. All other students should take PHYS 131-132 sequence. Please note: MATH 151 or 170 is a prerequisite/co-requisite for PHYS 131.

Once a student successfully has completed either BIOL 132 or PSYC 125, the student can declare the Neuroscience major. NRSC 200 is intended to be completed during a student's sophomore year. Moreover, once a student has successfully completed BIOL 132, PSYC 125 AND NRSC 200, then the student is eligible for neuroscience-related upper-level Neuroscience (NRSC 317), Biology (BIOL 313, 327, 333, 334 or 336) and Psychology (PSYC 310, 315, 325 or 330) courses that contribute to the major as elective courses. Non-neuroscience related upper-level science courses (e.g., BIOL 380) that satisfy the Science Elective require BIOL 132, PSYC 125 AND NRSC 200. Thus, students may complete the Science Elective as early as their sophomore year. Twelve

courses and an *Experience in Neuroscience* are required to complete the major. Below is an example of when various courses can be taken to complete the major.

Option A

For Incoming Students Planning to Pursue Neuroscience as a Major

Year	Fall	Spring
First Year	PSYC 125 or BIOL 132 CHEM 131 (or 141) MATH 151 or 170	BIOL 132 or PSYC 125 CHEM 132
Sophomore	NRSC 200 PHYS 131/141	Non-Science Elective PHYS 132/142
Junior	300 LVL NRSC/BIO/PSYC Elective	300 LVL NRSC/BIO/PSYC Elective Science Elective
Senior	Experience in Neuroscience	400-Level Seminar

For students beginning the Neuroscience major their sophomore year (see Option B), they will need to concurrently take PSYC 125 or BIOL 132 and CHEM 131 in the fall semester and BIOL 132 or PSYC 125 and CHEM 132 in the spring semester. Alternatively, a student could take PHYS 131/141 in the fall semester and PHYS 132/142 in the spring semester of their first year in lieu of the chemistry sequence. Students completing the Pre-Health curriculum should complete the PHYS 141-142 sequence. All other students should take PHYS 131-132 sequence. Please note: MATH 151 or 170 is a prerequisite/co-requisite for PHYS 131.Completion of either BIOL 132 OR PSYC 125 will permit students to declare the major by the end of their sophomore year. Moreover, a student beginning the major their sophomore year could complete the non-neuroscience related science elective and the neuroscience-related upper-level neuroscience, biology and psychology courses their junior and senior years, respectively, in addition to completing the other requirements of the major. Importantly, students planning to begin the Neuroscience major their sophomore year should consult the Program Director about navigating the major. Below is an example of when various courses can be taken to complete the major.

Option B

For Students Beginning the Neuroscience Major their Sophomore Year

Year	Fall	Spring
First Year	----------	----------
Sophomore	PSYC 125 or BIOL 132 CHEM 131 MATH 151 or 170	BIOL 132 or PSYC 125 CHEM 132
Junior	NRSC 200 PHYS 131/141	Science Elective PHYS 132/142 Non-Science Elective
Senior	300 LVL NRSC/BIO/PSYC Elective Experience in Neuroscience	300 LVL NRSC/BIO/PSYC Elective 400-Level Seminar

Declaring a Major in Neuroscience

To declare a major in Neuroscience, students must have completed either BIOL 132 or PSYC 125.

Before formally declaring the major, students must meet with a Neuroscience faculty member who will serve as their academic advisor. Advisors are assigned by the Academic Department Coordinator.

If, after this discussion, the assigned faculty member agrees that it is the appropriate time to declare the major, the student may proceed with the declaration process outlined below.

Step 1: Contact the Academic Department Coordinator

Send a brief email to Holly Coombs (coombsh@dickinson.edu), the Academic Department Coordinator for Neuroscience. In the email, simply state which major you would like to declare. No justification or explanation is required at this stage.

The Academic Department Coordinator will respond with the name of your assigned Neuroscience faculty advisor.

Step 2: Meet with Your Assigned Advisor

Email your assigned advisor to schedule a meeting or discussion. This conversation is an opportunity for you to ask questions about the major and your academic plans. The advisor will also ask questions to help determine whether it is the right time for you to declare.

If your advisor agrees that you should move forward, you may proceed to the final step.

Step 3: Submit the Major Declaration Form

Complete the major declaration form available through CLIQ. To access the form, log into the Dickinson Gateway, click on the CLIQ icon, and select "Registrar's Office Forms" from the menu.

Honors

The Neuroscience Program will award Honors to a Neuroscience major based on the candidate's entire undergraduate Neuroscience program. This is to include all Neuroscience-related courses with their grades, the nature of the curriculum selected, and the successful completion of an Honors research project. This project may be performed in two semesters of Independent Research (NRSC 550 or 560) on campus, or in a summer plus one semester of Independent Research, under the supervision of a Neuroscience program member. Research projects of comparable scope performed off-campus under the supervision of a mentor who is not a Neuroscience program member may also be proposed for program Honors, subject to the procedures described below. For all Honors candidates a minimum grade point average of 3.0 is required in those courses that count toward the Neuroscience major, including Chemistry 131, 132, 141, or the equivalent thereof, Physics 131, 132 (or Physics 141 and 142) and transfer courses that receive Neuroscience credit. The Honors research project should be distinguished by the originality and definition of the research problem, the sophistication of the experimental design and its execution, and the analysis, and presentation of the results. Generally, Honors reports should be of publishable or near publishable quality. The Honors Committee will consider all these factors in its recommendation to the faculty, and the faculty should be cognizant of all these factors when voting Honors. For the specific guidelines and procedures see the Neuroscience Program web site.

Opportunities for off-campus study

Students who study abroad at Dickinson in England, Dickinson in New Zealand, or the Dickinson Program at the Danish Institute for Study Abroad (Copenhagen, Denmark) will find many course equivalents to required courses in the neuroscience major. For more information, see your advisor, or contact a member of the Neuroscience faculty.

Co-curricular activities/programs

Neuroscience Club: Students are encouraged to join the Neuroscience Club. The mission of the Neuroscience Club at Dickinson College is to spread awareness of brain-related

issues on campus, while providing a science community for Neuroscience, Psychology, Biochemistry & Molecular Biology, Chemistry, Biology and Physics majors.

Courses

200 Perspectives in Neuroscience
This 6-hour integrated lecture/laboratory course will focus on different levels of analysis within the field of neuroscience by dividing the course into 3 separate, 4-week teaching modules: 1) cellular/molecular, 2) systems and 3) behavioral neuroscience. These laboratory-based teaching modules will expose students to fundamental concepts of neuroscience at different levels of organization and help students develop proficiency with some basic neuroscientific techniques. Students also will be taught about writing and data analysis (e.g., statistics) appropriate to the field of neuroscience.
Prerequisites: Psychology 125. Offered every fall.
Attributes: Writing in the Discipline

215 Statistics for the Life Sciences
This course introduces common techniques for the analysis and interpretation of research data in the life sciences, with an emphasis on neuroscience and biology. The main objective of this course is to teach students to appropriately analyze data collected in life sciences research. Topics will include descriptive statistics (such as frequency distributions, variability, and correlational measures) and inferential statistics (such as normal curves, hypothesis testing, t-tests, and analyses of variance). The laboratory will focus on applying lecture topics to test hypotheses using real life sciences data and will involve filtering complex datasets, choosing appropriate statistical tests, performing analyses, graphing and visualizing data, and communicating results and interpretations in writing. The course will introduce common data analysis and visualization programs, including GraphPad Prism, the programming language R, and Jamovi, an open-source program based on R.
Prerequisite: MATH 151 or a score of 10 or higher on the Math Placement Exam.

317 Neuroplasticity
This course will explore the biological basis of neuroplasticity with a focus on the cellular and molecular mechanisms that underlie learning and memory and how they lead to changes in behavior. We will discuss how the connections between neurons (synapses) are altered by experience through changes in protein expression and cell structure, how cellular signaling pathways are involved in memory formation and extinction, and how neurons work together in dynamic circuits. We will also briefly examine what happens when memory fails or when learning leads to problematic behaviors, such as with dementia and substance use disorders. The laboratory (3 hrs/week) will explore common

neuroscience techniques that use behavioral and biological methods of evaluating learning and memory and changes in synaptic strength, with an emphasis on animal models.
Prerequisite: BIOL 132 and NRSC 200.

400 Neuroscience Seminar
Advanced seminar in which students will read and review primary literature related to selected topics in the field of neuroscience. Examples of selected topics may include neuroendocrinology, neurobiology of drug addiction, neurobiology of learning and memory or clinical neuroscience. A discussion-style approach will be adopted.
Prerequisites: BIOL 132, NRSC 200 and PSYC 125.
Attributes: Health Studies Elective

417 Neurobiology of Addiction
In this advanced seminar course, students will read, discuss, and critically analyze primary literature about the neurobiology of addiction. We will focus on research that uses preclinical animal models to understand how drugs influence communication between neurons and contribute to problematic behaviors. We will also discuss how this research informs the understanding and treatment of substance use disorders (SUDs). This course will primarily feature a discussion-based approach.
Prerequisite: 200. Open only to juniors and seniors
Attributes: Health Studies Elective

Philosophy

Learning Outcomes

Upon graduation from Dickinson, Philosophy majors will be able to:

- identify and evaluate arguments to determine their validity, soundness, strength, and other logical features;
- describe and analyze major developments in philosophical ideas from the ancient period (~400 CE) through the modern period (~1800 CE);
- articulate the scope and central questions of the major areas of philosophy (ethics, epistemology, metaphysics, etc.); develop and defend in writing one's own view on some substantive philosophical question in at least one major area of philosophy;
- listen to others' philosophical claims and respond orally by clarifying, elaborating, or challenging the philosophical substance of what is said.

Major

10 courses, including 103, 201, 202; two courses at the 300-level; 401, plus four additional philosophy courses

Declared majors have the right to participate in Departmental Meetings and to be consulted on significant changes to the academic program and policies.

Minor

6 courses chosen with the advice of the department.

ETHICS MINOR REQUIREMENTS:

6 courses

1. PHIL 102: Introduction to Ethics

2. PHIL 104: Practical Ethics

3. Three ethics electives other than PHIL 102 and PHIL 104. Students should have taken at least PHIL 102 or 104 before taking a 200-level course in the Department of Philosophy

4. A 300-level course focused on ethics in the Department of Philosophy. Students should have taken three prior courses in philosophy, at least two at the 200-level before enrolling in a 300-level course.

5. Courses taken during study abroad or offered as transfer credit may count toward these requirements if deemed suitable by Professor Sias or Professor McKiernan. (These courses need not focus on ethics in Western tradition.)

6. Students who are philosophy majors may only count two courses both for the major and the ethics minor.

Suggested curricular flow through the major

First Year
PHIL 101 or 102 or 104
PHIL 103*

Sophomore Year
PHIL 201* (offered only in the fall)

PHIL 202* (offered only in the spring)
200-level electives

Junior Year
200 level electives
300 level seminars*♦

Senior Year
PHIL 401 (offered only in the fall)*
PHIL 300 level seminar*♦

*required for the major
♦taught as WID course
10 courses total which must include 103, 201, 202, two 300 level seminars, 401 (senior seminar)

Suggested four-year course plan for the Ethics minor:

First Year
PHIL 102 or PHIL 104

Sophomore Year
PHIL 102 or PHIL 104, one 200-level course

Junior Year
Two 200-level courses focused on ethics in the Department of Philosophy or cross listed with the ethics minor

Senior Year
One 300-level course focused on ethics in the Department of Philosophy

Independent study and independent research

The department supports independent study by its majors, especially as leading to an Honors thesis (see below). Any student interested in independent study in philosophy should see the appropriate instructor to negotiate topics, readings, and logistics.

Honors

Students may complete an honors thesis in their senior year. The thesis is an original piece of philosophical writing, the product of student research and reflection, written under the guidance of a member of the department acting as advisor. Usually, students work on the thesis for two semesters senior year, enrolling in Independent Research (PHIL 500) each semester. Honors are awarded upon successful oral defense of the completed thesis.

For more details on honors in philosophy, please see the department's guidelines.

Internships

Many students have found ways to combine their philosophical interests with internships, particularly in areas of applied ethics, law, or public policy. Contact the department chair.

Opportunities for off-campus study

Majors are encouraged to study abroad, at the Dickinson program at UEA or elsewhere. In the past majors have studied at universities in several other countries. The program at UEA is particularly well suited to support Dickinson philosophy majors in a year of study abroad. Contact the department chair.

Courses

Philosophy Colloquium. Informal colloquium bringing the department faculty and students together for discussions of contemporary issues in the field, usually based on selections from recent work or on presentations by visiting speakers.

101 Introduction to Philosophy
An introduction to Western philosophy through an examination of problems arising in primary sources. How major philosophers in the tradition have treated such questions as the scope of human reason, the assumptions of scientific method, the nature of moral action, or the connections between faith and reason.
Attributes: Humanities

102 Introduction to Ethics
An introduction to the philosophical study of morality, focusing on concepts of right and wrong, virtue and vice, and wellbeing. This course provides students the opportunity to hone their ethical reasoning skills by critically examining how some of history's most influential philosophers thought about issues in morality. Students will also develop more general skills, such as evaluating philosophical arguments, and expressing and defending their own ideas in writing.
Attributes: Ethics Elective, Humanities, LAWP Ethics Elective, LWJS Concepts Elective

103 Logic
The study and practice of forms and methods of argumentation in ordinary and symbolic languages, focusing on elements of symbolic logic and critical reasoning, including analysis and assessment of arguments in English, symbolizing sentences and arguments, constructing formal proofs of validity in sentential and quantificational logic.
Offered every semester, or every three out of four semesters.
Attributes: Humanities, Quantitative Reasoning

104 Practical Ethics
This course introduces students to contemporary debates in practical ethics. Course materials investigate how theoretical approaches to ethics apply to practical issues, including discussions of animal ethics, environmental ethics, reproductive ethics, civil disobedience, and the ethics of mass incarceration and the death penalty. This course is best suited for students interested in thinking about the relationship between ethical theory and practice, with an emphasis on how power, privilege, and responsibility intersect in our everyday lives.
Attributes: ENST Humanities/Arts (ESHA), Ethics Elective, Humanities, LAWP Ethics Elective, LWJS Concepts Elective

113 Introductory Topics in Philosophy
Introduction to philosophy through the exploration of a specific topic or problem.

180 Political Philosophy
An introduction to the history of political thought, focused on such problems as the nature of justice, the meaning of freedom, the requirements of equality, the prevalence of moral dilemmas in political life, the question of whether we ought to obey the law, and the importance of power in politics. We will also discuss how these issues continue to resonate today.
This course is cross-listed as POSC 180.
Attributes: AMST Struct & Instit Elective, Ethics Elective, Humanities, LAWP Ethics Elective, Social Sciences

201 Ancient Philosophy
This course is an introduction to central questions, claims and arguments in ancient philosophy, centering on the work of Plato and Aristotle. Potential questions include: What is the value of reason and knowledge? What is knowledge? Is it always better to be just than unjust? What constitutes a good human life? What kind of thing is a human being?
Attributes: Humanities

202 17th and 18th Century Philosophy
This course treats the Rationalists, Empiricists and Kant, with particular emphasis on issues in epistemology and metaphysics, such as the possibility and limits of human knowledge, the role of sense perception and reason in knowledge, the nature of substance, God and reality.
Attributes: Humanities, MEMS Elective

203 19th Century Philosophy
This course treats major texts by significant 19th century philosophers such as Hegel, Kierkegaard, Marx, Nietzsche.
Attributes: Humanities

204 American Philosophy
An introduction to major philosophical texts and themes originating in the United States in the late 19th and early 20th centuries. This course will cover such thinkers as Emerson, James, Peirce, Dewey, and Santayana and themes such as naturalism, transcendentalism, in particular, pragmatism. Contemporary developments in the American philosophical tradition may also be included.
Attributes: AMST Representation Elective, Humanities

205 Topics in Asian Philosophy
This course focuses on the characteristics and problems of thought in Asia, with emphasis on methods of comparative philosophy and close examination of works and movements within a major tradition (in different semesters: China, India, Japan, Buddhist schools)
Attributes: East Asian Humanities Elective, Humanities

210 Philosophy of Feminism
Critical examination of key issues concerning the status and roles of women and of the developing theories which describe and explain gender-related phenomena and prescribe change for the future.
Attributes: Ethics Elective, Humanities, WGSS Hist/Theories/Represent

215 Existentialism
A study of existentialist thinkers, including Kierkegaard, Nietzsche, Sartre, de Beauvoir, and Camus, who treat the human condition as irreducibly individual and yet philosophically communicable, and for whom the experience of the existing individual is of primary importance in issues ranging from one's relationship to God to the inevitability of death.
Attributes: Humanities

220 Biomedical Ethics
A study of ethical issues arising in the context of medical practice, biomedical research, and health related policy making, with focus on the ethical concepts, theories and reasoning methods developed to clarify and resolve these issues.
Attributes: Ethics Elective, Health Studies Elective, Humanities, LAWP Ethics Elective, LWJS Concepts Elective, NRSC Non-Div 3 Elective

251 Philosophy of Religion
This course focuses on philosophical issues arising from religious belief and practice. Topics treated may include: the existence and nature of god or gods; the contested relation of a god to moral values; faith and reason as sources of belief or ways of believing, as expressed in classic texts by thinkers such as Aquinas, Hume, Kierkegaard, and William James, as well as in contemporary texts.
Attributes: Humanities

252 Philosophy of Art
The discipline of aesthetics is primarily concerned with philosophical questions about art and beauty. This course will examine classic and contemporary Western discussions of such questions as, What is art? How can we determine what a work of art means? Are beauty and other aesthetic qualities subjective or objective? How should the quality of a work of art be assessed? Is there a general way to describe the creative process? What are the driving forces in the unfolding of art history? We will encounter such giants of the Western intellectual tradition as Plato, Aristotle, Hume, Kant, and Hegel, and also such contemporary figures as Arthur Danto, Richard Wollheim, and Kendall Walton.
This course is cross-listed as ARTH 252.
Attributes: Arts, Humanities

253 Topics in Social and Political Philosophy
Explorations of specific figures, texts, and issues in historical and contemporary theory.
Attributes: Humanities, LAWP Ethics Elective

254 Philosophy of Science
This course considers such issues as the distinction between science and non-science; the relation of evidence to scientific theories; truth and rationality in science; competition among theories; the nature of scientific explanation; methods of scientific thinking; the impact of science on society.
Attributes: Humanities, NRSC Non-Div 3 Elective

255 Philosophy of Law
This course considers fundamental issues in the study of legal philosophy. These include the meanings and purposes of law, the limits of legal authority, and topics such as: theories of punishment; justifications for civil disobedience; the regulation of sex, gender, and sexuality; economic critiques of judicial process; and the construction of race and ethnicity within the law.
This course is cross-listed as LWJS 255.
Attributes: Humanities, LAWP Ethics Elective, LWJS Concepts Elective

256 Philosophy of Mind
This course investigates the nature of the mind and its relation to the brain, body, and the surrounding world. Analyses of these topics will draw on information from fields such as psychology, neuroscience, cognitive science, or computer science.
Attributes: Humanities, NRSC Non-Div 3 Elective

257 Moral Psychology
An investigation of philosophical issues at the intersection of ethics and psychology. For example, is there any empirical basis to beliefs about free will and moral responsibility? What are emotions, and what role do they have to play in our moral lives? How can so many intelligent and open-minded people reach such radically different moral conclusions? Are there really such things as traits of virtue and vice? These are among the issues we'll explore in this course.
Attributes: Ethics Elective, Humanities, LAWP Ethics Elective, NRSC Non-Div 3 Elective

258 Philosophy of Data
This an introduction to philosophical issues arising in data science. Students will discuss, read and write about some important ethical issues that arise in the practice of data sciences, such as discrimination, privacy, consent, trust, and justice. To help clarify those issues, students will also learn about some connected issues in the epistemology and metaphysics of data science, such as the nature of statistical inference and of algorithms.
Prerequisites: MATH 121 or DATA/COMP/MATH 180 or ECON 298. This course is cross-listed as DATA 198. Offered every semester.
Attributes: Ethics Elective, Humanities

261 Intermediate Topics in Philosophy
Examination of specific problem, author, text, or movement.
Prerequisites: Two prior courses in philosophy.
Attributes: Humanities

270 Philosophy and Literature
Dostoevsky's characters lie, steal, scheme, and murder. What is it about Dostoevsky's depictions of their lying, cheating ways that makes his novels not just literary but philosophical? And what is it about philosophical works like Kierkegaard's and Nietzsche's that makes them literary? More generally, where do the overlapping realms of literature and philosophy begin and end? This course investigates the intersections of philosophy and literature across different schools of thought, paying special attention to the work of Dostoevsky, Kierkegaard, Leibniz, Plato, Tolstoy, Voltaire, and others. We will pair the treatment of philosophical issues in fiction with their treatment in more traditional philosophical genres, thereby raising and discussing the contentious question

of whether philosophy can achieve things that literature cannot, and vice versa.
Offered every two years. This course is cross-listed as RUSS 270.
Attributes: Humanities

275 Beauty
Perhaps no term is as variously interpreted or as hard to define as "beauty." At one time, beauty was treated as among the ultimate values, along with goodness, truth, and justice. But in the last century or so it has been devalued, equated with prettiness or meaningless ornamentation. It has been quite out of fashion in art since the late nineteenth century. But one cannot understand much of the art of the Western tradition without understanding it as the attempt to make beautiful things, and without understanding what the goal meant in the cultures in which it had currency. And of course even now most people would not want to be without dimensions of beauty in their lives. We will look both at classic and contemporary attempts to answer such questions, and try to heighten our own appreciation for the beauty in the arts and in the world.
This course is cross-listed as ARTH 375.
Attributes: Arts, Humanities, NRSC Non-Div 3 Elective

280 Recent Political Thought
This class aims to show the breadth and vitality of the field of political theory today. It does this by deepening and broadening the account of the discipline offered in POSC 180, discussing the most important recent accounts of justice, freedom, and equality, and adding consideration of democracy, rights, power, culture, community, and cosmopolitanism. We will also explore issues of exploitation and exclusion relating to gender, class, race, and human interaction with the natural environment, and consider how recent theorists have tried to challenge these practices. The class also explores the contours of political theory as an academic field of study, considering the disciplinary contributions of fields such as philosophy, political science, international relations, legal studies, and history, and major ideologies such as liberalism, conservatism, socialism, anarchism, and feminism.
This course is cross-listed as POSC 202.
Attributes: Ethics Elective, Humanities, Political Science Elective

285 Justice in World Politics
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.

This course is cross-listed as POSC 208. Prerequisite: 180 or POSC 170, 180, or permission of the instructor.
Attributes: Ethics Elective, Humanities, INST Sustain & Global Environ, LAWP Ethics Elective, Political Science Elective, Social Sciences

301 Metaphysics
This seminar will treat key issues in metaphysics, such as the self and personal identity, free will, universals and particulars, causation, reductionism, naturalism, realism and anti-realism, and the very possibility of metaphysics.
Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor.
Attributes: Writing in the Discipline

302 Ethical Theory
This seminar will explore major issues or texts in classical or contemporary moral philosophy.
Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor. Offered at least once every two years.
Attributes: Ethics Elective, LAWP Ethics Elective, Writing in the Discipline

303 Epistemology
This seminar will probe key issues in epistemology, such as: the nature of knowledge and justification, the challenge of skepticism, the relation of sense perception to conceptual thought.
Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor.
Attributes: Writing in the Discipline

304 Philosophy of Language
What is the meaning of a word? How is it related to the thing or things it picks out? Can we provide a systematic account of the meaning of every sentence of a natural language (such as English, Japanese or Hebrew)? What is the relationship between what words mean and what we get across with them? In what sense, if at all, do we follow rules when we use language? This course is a seminar in which we will consider these sorts of questions among others.
Prerequisites: three prior courses in philosophy, including 103 (Logic) and two at the 200 level, or permission of the instructor. Offered every two years.
Attributes: Writing in the Discipline

391 Advanced Topics
A seminar focusing on a significant philosophical issue, text or philosopher.
Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor.
Attributes: Writing in the Discipline

401 Senior Seminar
A seminar focusing in depth on a selected philosophical topic, author or text with special emphasis on student philosophical writing and voice.
Prerequisites: three prior courses in philosophy, at least one at the 300-level, or permission of the instructor.
Attributes: Humanities

Physics and Astronomy

Learning Outcomes

Upon graduation from Dickinson, Physics majors will be able to:

- design and perform scientific experiments in physics and evaluate the data in graphical form;
- describe significant concepts and theories in the fundamental areas of physics (mechanics, thermodynamics, electromagnetism, relativity, and quantum mechanics);
- analyze, interpret, and communicate results from advanced physics topics in written form.

Major

A physics major consists of a minimum of 11 courses, usually five core courses, at least four electives, and two courses of research during the senior year. Students should be aware that most physics courses have mathematics corequisites and/or prerequisites, as listed in the course description. Courses above the 200-level typically require a facility with multivariate calculus (normally requiring completion of two courses in mathematics). Each student majoring in physics is expected to acquire a basic knowledge of classical and modern physics by taking a core sequence consisting of two semesters of workshop physics (131, 132 or 141, 142) followed by 211, 212 and 282. Students will then select at least four elective courses tailored to their preparation, interests, and goals. At least two of these must be at the 300-level or above. All physics majors not enrolled in

a 3-2 engineering program must complete the Advanced Laboratory Capstone sequence 491, 492. One semester of the Advanced Laboratory Capstone (either 491 or 492) may be substituted with a semester of Independent Research (PHYS 550) with senior status and permission of the instructor. The introductory courses intended primarily for non-science majors, Life in the Universe (ASTR 105), Mysteries of the Solar System (ASTR 109), and Stars, Galaxies, and Beyond! (ASTR 110) may not be applied towards a physics major.

Physics-Engineering Track
13 courses
PHYS 131, 132, 211, 212, 213, 282, 311, 312, 331 OR 314, 491 and 492
COMP 130
CHEM 131 OR 141

Minor

Minor in Physics
A physics minor is expected to acquire a basic knowledge of classical and modern physics by taking six of the department's course offerings, including a two semester workshop physics sequence (131, 132 or 141, 142) and 212. The remaining three courses required for the minor must be at or above the 200-level. A student may not apply courses used to fulfill the requirements of a minor in physics to fulfill the requirements of a minor in astronomy.

Minor in Astronomy
Options are available for students who wish to add an astronomical perspective to a major in any field. The minor consists of the following: ASTR 109, PHYS 131, PHYS 132, ASTR/PHYS 208, PHYS 212, and ASTR/PHYS 306 *OR* one other astronomy-related course offered in the Physics and Astronomy Department, which may include an independent study, independent research, or internship credit offered by the Department of Physics and Astronomy. One of these courses/experiences may, upon prior approval by the Department, be offered by another department or be an external experience such as a summer Research Experience for Undergraduates. No more than three of these courses or experiences may count toward both the physics major and the astronomy minor. *Note that there are mathematics prerequisites for PHYS 131, 132 and 212.*

Suggested curricular flow through the major

First-Years: Students should be advised to take PHYS 131/132 and MATH 151/170 or 170/171.

Students planning to pursue graduate study in physics, astronomy, or engineering need to include 311 and 312 (potentially 331 and/or 431 as well, depending on field of study). For students not planning to do graduate study in physics or engineering, other elective options include 213, 313, 314, 315, and 361 as offered. Students planning to do graduate study in astronomy need to additionally take 208, 306, or 406 as offered.

The following is the suggested curricular flow for a student starting the major their first year.

Physics Major (Standard Track)

First Year
PHYS 131 (fall)

PHYS 132 (spring)
MATH 151/170 or 170/171 depending on placement

Sophomore Year
PHYS 212 (fall)

PHYS 211 (spring)

PHYS 282 (typically spring)

Possible elective such as PHYS 213
MATH 270 or 171/270

Junior Year
Two to four upper-level electives, including 311 and either 331 or 431 (depending on offerings)
PHYS 392 (half-credit seminar)

Senior Year
Two to four upper-level electives, including 312 and either 331 or 431 (depending on offerings)

PHYS 491/492

Physics Major (Physics-Engineering Track)

First year
PHYS 131 (fall)

PHYS 132 (spring)
MATH 170/171

Sophomore Year
PHYS 212 (fall)

PHYS 211 (spring)

PHYS 282 (typically spring)
MATH 270
CHEM 131 or 141

Sophomore or Junior Year
PHYS 213

Junior Year
PHYS 311

PHYS 331 or 314
COMP 130

Senior Year
PHYS 312

PHYS 491/492

Astronomy Minor

First-Years: Students should be advised to take PHYS 131, PHYS 132, and ASTR 109.

First Year

PHYS 131 (fall)

PHYS 132 (spring)
ASTR 109

Sophomore Year
ASTR/PHYS 208
PHYS 212

Junior Year
ASTR/PHYS 306

Senior Year
1 additional course

Independent study and independent research

Some form of independent research during the college career is encouraged, especially for those students planning on graduate study. This can occur either on or off campus during the summer or academic year. Recent student projects have examined fields such as non-linear dynamics, Schlieren optics, solar air heaters, molecular and optical physics, and astrophysics. Independent research students have published papers and/or given talks at physics and astronomy meetings. Students planning on graduate study are encouraged to discuss with faculty the research opportunities available.

Honors

Students in the Advanced Capstone Laboratory (PHYS 491/492) or students participating in Independent Research (PHYS 550) as seniors may propose to turn the research into an honors project with an in-depth paper and an oral defense before the physics faculty. For more detailed requirements, go to the department's web site.

Courses

Courses in Astronomy

105 Life in the Universe
A comprehensive study of the astronomical possibilities of extraterrestrial life including a brief survey of the universe, conditions necessary for life, and astronomical observations (including UFOs) which support or deny the premise that life in the universe is a common phenomenon.

109 Mysteries of the Solar System
This course explores questions that are as old as humanity; you will step into the shoes of ancient astronomers to ponder the workings of the night sky and Solar System. Why do the stars move the way they do? Why do some bright objects wander the night sky? Can we know what these objects are and where they came from? We will develop practical and critical thinking skills that are crucial to the art of discovery, focusing on the historical use of naked eye and telescopic observations, as well as the use of present day space probes and the electromagnetic spectrum. Our journey will take us to the planets and some fascinating moons.
Three hours classroom, one two-hour laboratory a week. This course counts toward the

astronomy minor.
Attributes: Lab Sciences, Quantitative Reasoning

110 Stars, Galaxies, and Beyond!
Modern astronomy encompasses a wide range of fascinating topics, from cutting-edge techniques used to detect and survey exosolar planets, to advances in astrophysics that reveal tantalizing glimpses into the nature of space and the beginning and possible end of our universe as a whole. This course will look at the tools and physics that astronomers utilize, as well as the electromagnetic spectrum to explore and expand our understanding of the Universe. Students will apply fundamental ideas from physics to the Sun, as well as distant objects, both within and outside our own Galaxy.
Three hours classroom, one two-hour laboratory a week. This course may count toward the astronomy minor.
Attributes: Lab Sciences, Quantitative Reasoning

205 The Physics of Life in the Universe
"Life", as we know it, is primarily composed of the elements carbon, hydrogen, oxygen, and nitrogen, along with phosphorus and sulfur. Where did these elements come from? How might they combine to produce "Life", and what do the laws of physics have to do with it all? We will begin our study with the Big Bang theory and the origin of the Universe and investigate the fundamental interactions that produced the first stars. We will consider the Early Earth and the conditions under which "Life" most likely formed. Do those conditions exist on other planets around other stars? What kind of physics is needed to detect "Life" on other planets? We will cover topics from nuclear, atomic, and molecular structure, to thermonuclear fusion in stars, to processes on the primordial Earth, as well as electromagnetic communication. Students taking this course will attend the same lectures as ASTR 105, but will have additional reading assignments and homework, and will be required to produce a final project in the course.
Prerequisite: PHYS 131 and 132 or 141 and 142. This course is cross-listed as PHYS 205.

208 Introductory Astrophysics
An introduction to the physical basis of astronomy, including celestial mechanics and tools of observational astronomy. Insight into how the field has evolved since ancient times, as well as an appreciation of the problems explored by current research will be gained. Content is similar to ASTR 110, but with additional emphasis on mathematical analysis of astrophysical phenomena.
Prerequisite: 131 or 141 or permission of instructor. This course is cross-listed as PHYS 208.

306 Intermediate Astrophysics
This course covers in greater detail one area of astrophysics. The areas include stellar atmospheres and stellar magnetic fields, nuclear reactions, energy generation and nucleosynthesis in stars; the structure and content of galaxies; practical investigation and analysis of astrophysical phenomena using spectroscopy and the 24-inch Britton telescope, the programming language Python, and other data reduction tools; the structure and evolution of planetary surfaces and atmospheres.
Prerequisite: 212 or permission of instructor. This course is cross-listed as PHYS 306.

406 Advanced Astrophysics
An advanced course in selected areas of astrophysics. Topics selected from areas of astronomy and astrophysics that require a background in dynamics and electromagnetism. Topics may include celestial mechanics and orbit determination, numerical simulation of many-body systems, galactic dynamics, spectroscopy and electrodynamics of the interstellar medium, or general relativity and cosmology.
Prerequisite: 311, 312 or permission of instructor. This course is cross-listed as PHYS 406.

Courses in Physics

NOTE: Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 131 and 141, 132 and 142.

114 Climate Change and Renewable Energies
An introduction to the physics of global warming and a hands-on exploration of various types of renewable energy (RE), energy storage (ES), and ways to increase energy efficiency (EE). The first quarter of this project-centered course introduces the basic physical principles of global warming 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, the remaining three quarters of the course is devoted to an exploration of renewable energy solutions such as wind turbines, solar concentrators, and photovoltaic systems; energy storage solutions; and ways to increase the energy efficiency of buildings.
This course will not count toward major requirements in physics. Offered every two years.
Attributes: ENST Applications (ESAP), Lab Sciences, Quantitative Reasoning, Sustainability Investigations

131 Workshop Physics: The Mechanical Universe
An introduction to classical mechanics using an inquiry-based, hands-on approach that combines cooperative learning with the use of computer tools for data acquisition,

analysis, and mathematical modeling. Both analytic and numerical calculations are introduced for characterizing motion. A selection of kinesthetic experiments is included to enhance student learning. Topics include kinematics, Newton's laws of motion, gravitation, conservation laws, and rotational motion. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study.
Three two-hour sessions per week. Because of the similarity in course content, students will not receive graduation credit for both 131 and 141. Prerequisite: Completion of, or concurrent enrollment in, MATH 151 or 170.
Attributes: ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

132 Workshop Physics: Matter and Fields
Workshop Physics: Matter and Fields An introduction to thermal physics and electromagnetism using an inquiry-based, hands-on approach that combines cooperative learning with the use of computer tools for data acquisition, analysis, and mathematical modeling. Both analytic and numerical calculations are introduced for characterizing motion. A selection of kinesthetic experiments is included to enhance student learning. Topics include heat, temperature, phases of matter, kinetic theory, and heat engines; electric and magnetic fields, forces on charged particles, electrical circuits, and Ohm's and Kirchhoff's law; an introduction to Maxwell's equations and electromagnetic waves.
Three two-hour sessions per week. (Students enrolled in Physics 132 who have completed Mathematics 170 are encouraged to continue their mathematics preparation while taking physics by enrolling in Mathematics 171.) Because of the similarity in course content, students will not receive graduation credit for both 132 and 142. Prerequisite: 131 and completion of, or concurrent enrollment in MATH 170.
Attributes: ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

141 Physics for the Life Sciences
Introductory, non-calculus physics, principally for life science and pre-med students. Topics include mechanics, fluid dynamics, thermodynamics.
Three one-hour lectures and one three-hour lab per week. Because of the similarity in course content, students will not receive graduation credit for both 131 and 141.
Attributes: ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

142 Physics for the Life Sciences
Introductory, non-calculus physics, principally for life science and pre-med students. Topics include acoustics, optics, electricity, magnetism, and modern physics.
Three one-hour lectures and one three-hour lab per week. Because of the similarity in course content, students will not receive graduation credit for both 132 and 142.

Prerequisite: 141 or 131.
Attributes: ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

205 The Physics of Life in the Universe
"Life", as we know it, is primarily composed of the elements carbon, hydrogen, oxygen, and nitrogen, along with phosphorus and sulfur. Where did these elements come from? How might they combine to produce "Life", and what do the laws of physics have to do with it all? We will begin our study with the Big Bang theory and the origin of the Universe and investigate the fundamental interactions that produced the first stars. We will consider the Early Earth and the conditions under which "Life" most likely formed. Do those conditions exist on other planets around other stars? What kind of physics is needed to detect "Life" on other planets? We will cover topics from nuclear, atomic, and molecular structure, to thermonuclear fusion in stars, to processes on the primordial Earth, as well as electromagnetic communication. Students taking this course will attend the same lectures as ASTR 105, but will have additional reading assignments and homework, and will be required to produce a final project in the course.
Prerequisite: PHYS 131 and 132 or 141 and 142. This course is cross-listed as ASTR 205.

208 Introductory Astrophysics
An introduction to the physical basis of astronomy, including celestial mechanics and tools of observational astronomy. Insight into how the field has evolved since ancient times, as well as an appreciation of the problems explored by current research will be gained. Content is similar to ASTR 110, but with additional emphasis on mathematical analysis of astrophysical phenomena.
Prerequisite: 131 or 141 or permission of instructor. This course is cross-listed as ASTR 208.

211 Vibrations, Waves & Optics
The physics of periodic motions, oscillating systems, resonances, propagating waves and optical phenomena. The course is centered around various projects such as the investigation of a kinetic art apparatus, the study of a tuned-mass-damper in a high-rise building, an examination of the Fourier spectrum of different musical instruments, and the dispersion relation for a very large slinky. The course culminates with a presentation at either the "Rainbow Symposium" or the "Vision Symposium."
Prerequisite: 131 and 132 or 131 and 142, and completion of, or concurrent enrollment in, MATH 171 or permission of instructor. NOTE: Completion of both 211 and 212 fulfills the WID requirement.
Attributes: Lab Sciences

212 Introduction to Relativistic and Quantum Physics
A project-based course focusing on special relativity and quantum physics. Projects, such as the detection and measurement of ionizing radiation, relativistic mass increase, or the investigation of delayed choice experiments, are used to understand the concepts of the atom, nuclear structure, relativity, and quantum mechanics.
Prerequisite: 132 or 142, and Math 170 or permission of instructor. NOTE: Completion of both 211 and 212 fulfills the WID graduation requirement.

213 Analog & Digital Electronics
Circuit design and the analysis of electronic devices. Modern digital and analog circuit elements, including diodes, transistors, op amps, and various integrated circuits, are used in amplifiers, power supplies, and logic circuits. Class and laboratory work are integrated during class time totaling up to seven hours per week. Students design and build projects at the end of the semester.
Prerequisite: 132 or 142, and Math 170 or permission of instructor.
Attributes: Lab Sciences

282 Introduction to Theoretical Physics
A rigorous survey of mathematical topics and techniques that are commonly used in theoretical physics. Topics include vector analysis, differential equations, power series, linear algebra, tensors, and vector calculus (gradient, divergence, curl, line integrals, and so on). The primary focus of this course is on solving problems as a means to improve students' confidence and understanding of mathematics within the context of physical systems.
Prerequisite: 132 and MATH 171.

306 Intermediate Astrophysics
This course covers in greater detail one area of astrophysics. The areas include stellar atmospheres and stellar magnetic fields, nuclear reactions, energy generation and nucleosynthesis in stars; the structure and content of galaxies; practical investigation and analysis of astrophysical phenomena using spectroscopy and the 24-inch Britton telescope, the programming language Python, and other data reduction tools; the structure and evolution of planetary surfaces and atmospheres.
Prerequisite: 212 or permission of instructor. This course is cross-listed as ASTR 306.

311 Dynamics & Chaos
An advanced treatment of classical mechanics using vector calculus and the calculus of variations, as well as an introduction to the analysis of chaotic systems. Topics will include: the dynamics of systems of particles and conservation laws; linear and nonlinear oscillators; iterative maps and the route to chaos; central force motion; rigid body motion;

non-inertial reference frames and fictitious forces; Lagrangian and Hamiltonian formulations of dynamics. The course will also focus heavily on analytical and problem-solving techniques.
Prerequisite: 211 and 282 or permission of the instructor.

312 Electrodynamics
This course will investigate electrostatics, magnetostatics, and electrodynamics in vacuum and in matter. Maxwell's equations of electrodynamics are developed and explored in depth. Vector calculus is used throughout this course. Possible projects include the experimental study of capacitors, the force and torque on a magnetic dipole, and an exploration of Faraday-induced electric fields.
Prerequisite: 211, 212 and 282, or permission of instructor.

313 Computer Interfacing and Laboratory Instrumentation
A study of the interfacing techniques needed for data acquisition and the control of laboratory equipment. An introduction to the LabView programming environment and how it can be used to automate typical laboratory tasks, for example, the control of linear or rotational actuators or the measurement and analysis of audio signals.
Prerequisite: 213 or permission of instructor. Offered occasionally.

314 Renewable Energy Engineering
A project-centered approach to the study of renewable energy sources, energy storage, and energy efficiency. Examples of projects include: the Solar Air Heater (SAH), Evacuated Tube Solar Collectors, Photovoltaic (PV) Arrays, Thermal Storage Devices based on Phase Change Materials (PCMs), LED lighting, modern wind turbines, adiabatic compression and expansion, and the coefficient of performance (COP) of heat pumps. In particular, students design, build, test, and re-engineer their own SAH with an absorber based on physics principles learned in the course.
Prerequisite: 131 and 132 or 141 and 142, and 211 or permission of instructor. Offered every two years.
Attributes: ENST Applications (ESAP), Sustainability Investigations

315 Principles of Medical Imaging
This course will examine the physical principles that allow physicians to look inside the human body and will investigate how these principles are implemented in practice. This course will cover the following topics: Magnetic Resonance Imaging (MRI), medical ultrasound, Positron Emission Tomography (PET), lasers in medicine, and medical X-rays. It will involve some hands-on demos or projects.
Prerequisite: 211 and 212 and MATH 171 or permission of instructor. Normally offered every other year.

331 Thermodynamics and Statistical Mechanics
The basic laws of thermodynamics are derived from principles of statistical mechanics. Thus, the laws governing our macroscopic world are seen as fundamentally statistical in nature. Familiar quantities, like temperature and pressure, will be re-discovered, and new ones, like entropy and free energy, will be developed and applied to real-world problems in engineering, condensed-matter physics, and chemistry. We will conclude with an examination of phase transitions and quantum statistics.
Prerequisite: 211 and 212 and 282. Offered every two years.

361 Topics in Modern Physics
Topics to be selected from areas such as atomic, nuclear, or solid state physics; or modern optics, fluid dynamics, plasma or computational physics.
Prerequisite: 211 and 212. One-half or one course credit.

392 Contemporary Topics and Careers in Physics and Astronomy
This seminar examines physics and astronomy as contemporary research disciplines, their divisions into broad subfields, as well as some research questions of current importance. A second emphasis is on the development of bibliographic and scientific presentation skills. The seminar also familiarizes students with the application process for internships and research experiences. Finally, it prepares physics and astronomy majors for life after Dickinson (career options, graduate programs, cover letters, personal statements, etc.).
Prerequisite: Physics major junior status. One-half course credit.

406 Advanced Astrophysics
An advanced course in selected areas of astrophysics. Topics selected from areas of astronomy and astrophysics that require a background in dynamics and electromagnetism. Topics may include celestial mechanics and orbit determination, numerical simulation of many-body systems, galactic dynamics, spectroscopy and electrodynamics of the interstellar medium, or general relativity and cosmology.
Prerequisite: 311, 312 or permission of instructor. This course is cross-listed as PHYS 406.

412 Advanced Electrodynamics and Plasmas
A continuation of the topics covered in Physics 312 with an emphasis on electromagnetic waves in air, in conductors, and in space plasmas. Possible projects include the reflection and transmission of electromagnetic waves at an interface, waveguides, plasma waves in space, electromagnetic radiation from antennas, and the equilibrium and stability of plasmas.
Prerequisite: 312 or permission of instructor. Offered only occasionally.

431 Quantum Mechanics
Basic postulates are used to develop the theoretical framework for quantum mechanics. The course deals with measurements on quantum systems, the uncertainty principle, the Schrödinger wave equation and the probability interpretation, Heisenberg's matrix mechanics, eigenfunctions and eigenvalues, finite and infinite dimensional vector spaces, operator methods, and enables students to use the Dirac formalism for quantum mechanical manipulations for a variety of situations and systems.
Prerequisites: 212 and 282 and at least one 300-level physics course, or permission of instructor. Normally offered every other year

491 Advanced Laboratory Capstone I
In this capstone experience, students will work in groups to study several advanced physics topics in detail. Potential topics include muon decay, microwave diffraction, the speed of light, pulsed nuclear magnetic resonance, and the Hall effect. The course emphasizes collaborative research, investigative techniques, oral and written communication.
Prerequisite: Physics major senior status. The physics major requires either the two-semester sequence of 491 & 492 OR two semesters of PHYS 550.

492 Advanced Laboratory Capstone II
In this capstone experience, students will work in groups to study several advanced physics topics in detail. Potential topics include muon decay, microwave diffraction, the speed of light, pulsed nuclear magnetic resonance, and the Hall effect. The course emphasizes collaborative research, investigative techniques, oral and written communication.
Prerequisite: Physics major senior status. The physics major requires either the two-semester sequence of 491 & 492 OR two semesters of PHYS 550.

Political Science

Learning Outcomes

Upon graduation from Dickinson, Political Science majors will be able to:

- describe significant concepts and theories in each of the four main subfields of political science (American government, comparative politics, international relations, and political philosophy);
- apply concepts and/or theories from at least one of the subfields in a more advanced setting;

- analyze how various methodological approaches influence the design and interpretation of political science research findings;
- formulate clear oral and written arguments that address issues in dispute in political science and defend their arguments with adequate evidence.

Major

10 courses, including Political Philosophy (180), American Government (120), International Relations (170), any course in Comparative Politics (150, 250, 251, 252, 253, 254, 255, 256, 257, 260, 261, 264, 270, and, when appropriate, 275, 276, 290), 239 Research Methods or any course with a departmental Methods Designation, and a 390 seminar. This seminar is normally to be taken on campus during the junior or senior year. No course may be taken Pass/Fail. Normally five courses must be taken in residence.

Minor

Six courses. Course work submitted for the minor must be from at least four of the subfields: political theory, American politics, comparative politics, and international relations. Normally three courses must be taken in residence.

Suggested curricular flow through the major

There is no necessary or preferred "path" through the Political Science major. Many students arrive on campus knowing that Political Science is the major for them. Many other majors discover their interest in politics and government after taking classes or becoming involved in campus activities.

The POSC major is designed to provide students with a solid foundation in the four subfields of Political Science (American Politics, Comparative Politics, International Relations, and Political Philosophy) and to enable students to tailor the major to their own interests as much as possible. In addition, the major's flexibility allows students to complete the major while studying off campus and to combine the major with a certificate, a minor, or even a second major.

Completion of the Political Science major requires ten courses.

- Students must take POSC 120: American Government, POSC 170: International Relations, POSC 180: Political Philosophy, one Comparative Politics course, one methods-designated course, and a senior seminar (listed as POSC 390).
- The other four courses are chosen by the student.

- Once students take the 100-level course in a particular subfield they are allowed to take any of the 200-level courses also within that subfield. In other words, students do NOT need to complete all 100-level courses before moving onto 200-level courses.
- Students fulfilling the methods requirement in POSC may do so by taking POSC 239: Research Methods or any other course listed as "POSC methods designated". 200-level methods designated courses can be found in all subfields of the major.
- POSC 390 senior seminars are topics-based. Students wishing to take POSC 390 prior to their senior year must gain permission of the instructor.
- Some of our majors pursue an interest in a region of the world (e.g., Latin America, East Asia, Africa, or Western Europe).
- Some of our majors focus on foreign policy and global politics.
- Some of our majors concentrate on American politics and political institutions.

The department offers courses in all of these areas and members of the department specialize in each of these areas.

Anyone considering the Political Science major should feel free to contact members of the department with any questions about the major. The faculty will gladly answer questions and explain the strengths and requirements of the major.

Independent study and independent research

Many majors take courses in independent study, independent research, and student/faculty collaborative research, as well as internships. A major will receive political science credit for one internship (if taken for academic credit) if the subject matter is within the field of political science and if the academic advisor is a full-time member of the Political Science department, a faculty member of a Dickinson overseas program, or a faculty member of an off-campus program with which Dickinson College is affiliated. A major may petition the chair to count an additional internship as a political science course. A major will receive political science credit for all courses of independent study (or research) if supervised by full-time members of the Political Science department. A student may petition the chair to count an independent study supervised by any other individual. If students have any questions about receiving political science credit for internships or independent studies, they should consult the department chair.

Honors

To attempt an honors project in Political Science, a candidate must:

1. Be a declared Political Science major. Normally, a student will write the honors thesis in the spring semester in which the student graduates. A student who plans a mid-year graduation must write the thesis during the previous spring.

2. Enroll in POSC 490 - Senior Thesis during the spring semester of senior year. Permission of the instructor is required for enrollment in this course. The application for class admission will be a 2-3 page proposal and will be due at the end of November of the Fall Semester. GPA will be a factor in whether a student can be awarded honors (normally at least 3.7 in all Political Science coursework and an overall GPA of 3.5 or above), but students interested in writing a thesis who do not have the requisite GPA for honors may still apply to be part of the thesis class. Gaining admittance to the thesis-writing class does not guarantee honors, but instead, honors will be awarded to the students whose completed theses exhibit extraordinary merit at the end of the spring semester.

3. Students who enroll in POSC 490 normally should have taken POSC 239 Research Methods, or other suitable coursework to prepare the candidate for pursuing the thesis topic of their choice.

Opportunities for off-campus study

Majors may apply to spend: (1) their junior year in Bologna, Italy, as students at Dickinson's K. Robert Nilsson Center for European Studies specializing in European and International Studies, or (2) in Washington, D.C. in The Washington Center Program specializing in a wide variety of programs, such as American Government, Justice, Foreign Policy, and International Development. Please see the appropriate coordinator for these and many other off-campus study possibilities.

Co-curricular activities/programs

Many Political Science majors are involved in co-curricular activities and programs such as Student Senate, College Democrats, College Republicans, Dickinson Votes, and Mock Trial, among others. The department also regularly invites scholars from other colleges and universities to campus and works with the Clarke Forum for Contemporary Issues to moderate, host and sponsor events relevant to our majors.

Courses

The following courses are grouped according to the four major subfields of political science: political theory, American politics, comparative politics, and international relations. Introductory and intermediate courses are numbered in the 100s; advanced courses are numbered in the 200s. Within the 100 and 200 ranges, numbering sequences reflect subdivisions of the field, not level of difficulty.

Political Theory

180 Political Philosophy

An introduction to the history of political thought, focused on such problems as the nature of justice, the meaning of freedom, the requirements of equality, the prevalence of moral dilemmas in political life, the question of whether we ought to obey the law, and the importance of power in politics. We will also discuss how these issues continue to resonate today.

This course is cross-listed as PHIL 180.

Attributes: AMST Struct & Instit Elective, Ethics Elective, Humanities, LAWP Ethics Elective, Philosophy Elective, Social Sciences

202 Recent Political Thought

This class aims to show the breadth and vitality of the field of political theory today. It does this by deepening and broadening the account of the discipline offered in POSC 180, discussing the most important recent accounts of justice, freedom, and equality, and adding consideration of democracy, rights, power, culture, community, and cosmopolitanism. We will also explore issues of exploitation and exclusion relating to gender, class, race, and human interaction with the natural environment, and consider how recent theorists have tried to challenge these practices. The class also explores the contours of political theory as an academic field of study, considering the disciplinary contributions of fields such as philosophy, political science, international relations, legal studies, and history, and major ideologies such as liberalism, conservatism, socialism, anarchism, and feminism.

Prerequisite: 180. This course is cross-listed as PHIL 280.

Attributes: Ethics Elective

204 Political Ideologies

This class surveys the major ideologies that compete for political support in Western societies, such as liberalism, conservatism, and socialism, as well as radical alternatives (anarchism and fascism), and new perspectives such as feminism and ecologism/environmentalism. We will also examine the nature of ideology, and whether it is possible to develop a neutral, non-ideological perspective on politics.

Prerequisite: 180, or permission of the instructor.

Attributes: Ethics Elective, Sustainability Connections

205 American Political Thought

Is there a distinctively American way of thinking about politics? How have American political thinkers drawn on and differentiated themselves from political theory in other parts of the world? This course seeks to answer these questions by considering some of

the major thinkers in the USA from its foundation to the present day. We will consider both the dominant liberalism and conservativism of mainstream American thought and radical challenges to it, from abolitionists through socialists and feminists to anarchists, environmentalists, and pacifists, and topics such as civil disobedience, federalism, constitutional interpretation, and republicanism. Defining political thought broadly, the class includes detailed consideration of activist political movements at key moments in the nation's history, including the New Left in the 1960s, the New Right in the 1970s, and the Occupy movement. We will ask such questions as, "How did the USA maintain slavery so deep into the 19th century?', "Why has there been no major socialist movement in the USA?" and "What are the sources of American exceptionalism?" Students should find some of their fundamental preconceptions about American political ideas challenged and come away with a deeper understanding of the country's political culture.
Prerequisite: POSC/PHIL 180.
Attributes: AMST Struct & Instit Elective

206 Multiculturalism and Identity Ethics
Questions of social identity dominate contemporary politics around the world, with a marked backlash against the notion of "identity politics." This class surveys the ethical role of group identity in contemporary politics and society and considers arguments for and against appeal to social identity. Crucial topics include culture, ethnicity, race, gender, ability, citizenship, and gender identity. We also consider the relationship among different identity categories, as well as the role of group membership in the construction of individual identity.
This course is cross-listed as PHIL 253. Prerequisite: 180, or permission of the instructor.
Attributes: AMST Struct & Instit Elective, Ethics Elective, US Diversity

208 Justice in World Politics
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.
Prerequisite: 180. This course is cross-listed as PHIL 285.
Attributes: Ethics Elective, Humanities, INST Sustain & Global Environ, LAWP Ethics Elective, Social Sciences

239 Research Methods
Helps the student answer (in the affirmative) the question, "Is political science a science?"

Students will learn how to generate and test hypotheses through creating and executing research designs. Survey research, experimentation, content analysis, participant observation, and other methodologies will be studied. Although no prior knowledge of statistics is necessary, Math 121 is helpful. This class is especially recommended for prospective graduate students in the social sciences.
Prerequisite: Two prior classes in Political Science or permission of the instructor.
Attributes: LPPM Empirical Social Analysis, Quantitative Reasoning, Social Sciences

American Politics

120 American Government
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.
Attributes: AMST Struct & Instit Elective, Social Sciences

215 Black Politics: A Century of Black Radicalism
This is an interdisciplinary course that engages theory, history, and literature in order to explore the evolution of radical Black thought from the abolitionist movement and slave rebellions to the global Black Lives Matter movement. The course will establish and highlight the global Black diaspora as the key agent of political, historical and cultural transformation. We will discuss issues and challenges faced by Black people with respect to global political systems, examine various avenues of political expression, and raise questions and new ideas pertaining to the exploration of Black politics. The course will introduce a wide spectrum of political trends and movements, focusing on radical Black politics: Black Nationalism, Black Marxism, Black Internationalism, Black Feminism, Queer Theory, Afro-Pessimism, as well as contemporary thought on the prison-industrial complex and prison abolition.
Cross-listed with AFST 341.
Attributes: Global Diversity, Humanities, Social Sciences

220 Constitutional Law
This course provides an overview of Constitutional Law. We will first examine the roots of the American Constitution in English common law and existing political arrangements. We will cover the different ways scholars interpret and read the Constitution, and how social movements use the Constitution. The Constitution has been interpreted to the ends of inclusion or exclusion over time, and we will be guided by questions such as the legal scholar, Dahl, asked: "How democratic is the American Constitution?"
Prerequisite: 120, or permission of the instructor. This course is cross-listed as LWJS 222.
Attributes: AMST Struct & Instit Elective, LAWP Law Elective, LWJS Institutions Elective

232 Religion in American Politics
This class will provide students with an overview of the role of religion in American politics. Students will become more familiar with the dynamics of a complex and diverse United States through in-depth study of the political differences that define several major religious groups. The political intersections between religion, race, gender, sexual orientation and class will be explored, helping students to think critically about political power. Other topics will include important aspects of constitutional law as they pertain to religious rights, and the various ways in which religion influences public policy.
This course is cross-listed as RELG 232.
Attributes: AMST Struct & Instit Elective, Humanities, Social Sciences, US Diversity

233 Gender, Politics, and Policy in the U.S.
Overview of gender and politics in the United States. Examines the roles women play in the U.S. policy process, how public policies are "gendered", and how specific policies compare to feminist thinking about related issue areas. The course also discusses gender-based differences in political participation inside and outside of government.
This course is cross-listed as WGSS 234. Prerequisite: 120 or AP credit equivalent.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective, US Diversity, WGSS Intersect/Instit/Power

234 Gender and Justice
This course analyzes how legal theorists have drawn upon notions of gender, sex, and sexuality in order to understand and critique the American legal system and its norms. It considers questions like: How might a feminist perspective on the law illuminate instances of systematized inequality or legalized discrimination? Can queer theorists engage with the law in order to alter it, or does the very act of engagement hinder the possibility of future socio-legal change? How can the law better represent women of color, working women, queer women, stay-at-home mothers, transgender or non-binary individuals, women seeking surrogate or abortion services, and more, without reinforcing traditional understandings of what it means to be a “woman”? These questions – and more – will be taken up as we move through a rich combination of political philosophy, legal cases, and works of socio-legal analysis.
Prerequisites: One POSC, LAWP or WGSS course or permission of instructor. This course is cross-listed as WGSS 302.
Attributes: Ethics Elective, LAWP Law Elective, Social Sciences, US Diversity, WGSS Intersect/Instit/Power, WGSS Sexual & Gendered Plural

235 Race, Ethnicity and U.S. Politics
With a focus on the experiences and activities of African-Americans, Latinos/Hispanics,

Asian-Americans and Indigenous peoples in U.S. politics, this course examines the social construction of race and ethnicity in America as a force in public opinion, political representation and political behavior. The course also focuses on a range of political science methods used to study the politics of race/ethnicity in the U.S.
Prerequisite: 120, or permission of the instructor.
Attributes: AMST Representation Elective, AMST Struct & Instit Elective, POSC Research Methods Course, US Diversity

241 Race and Gender in American Politics
This course will examine the role of race and gender in the American political process, paying special attention to identity politics and how interests achieve representation in the electoral and legislative arenas. How do social movements achieve (or fail to achieve) social change? How do race and gender affect the politics and policy outcomes of areas such as immigration, affirmative action, and health care?
Prerequisite: 120 or permission of the instructor.
Attributes: Social Sciences

242 Political Behavior
Cultural, social, and psychological factors which contribute to forms and directions of political behavior. Special attention is given to American voting behavior, ethnic political behavior, and personality influences on politics. Field surveys are undertaken to illustrate contemporary trends.
Prerequisite: 120, or permission of the instructor.
Attributes: LPPM Empirical Social Analysis

243 Mass Media and 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.
Prerequisite: 120, or permission of the instructor.
Attributes: AMST Struct & Instit Elective

244 Public Opinion
Examines the origins, nature, and impact of public opinion in the United States. The ways that the public's attitudes are shaped and used by interest groups, politicians, and the mass media will be discussed. Methods of measuring public opinion, with special attention to

polling, will be studied.
Prerequisite: 120, or permission of the instructor.
Attributes: LPPM Empirical Social Analysis, POSC Research Methods Course

245 Political Parties and Interest Groups
A study of the functions, structures, and operations of American political parties and interest groups. Course topics include how political parties and interest groups represent people and policies, the sociodemographic bases of political parties, the role of third parties in the U.S. political system, how lobbyists interact with government officials, and the influence of organized interests in politics.
Prerequisite: 120, or permission of the instructor.
Attributes: AMST Struct & Instit Elective

246 The Legislative Process
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.
Prerequisite: 120, or permission of the instructor.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective

247 The American Presidency
This class will be structured around the problem of presidential power. The first part of the course will introduce a framework for analyzing presidential action. Topics will include the president's role as a public leader, the president's place in the legislative process, the president's military responsibilities, and the president's position within the executive branch. In the second part of the course, we will work to apply this framework in order to understand presidential greatness, as well as individual presidential successes and failures. The goal of these discussions will be to leverage what we have learned in order to explain why a president achieved their goals- or not.
Prerequisite: 120, or permission of the instructor.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective

248 The Judiciary
This course explores the law's interpretation in and influence on contemporary American society. It considers the nature of the law, the structure of courts, legal terminology, sources of law, and approaches to legal reasoning through an engagement with both watershed cases and contemporary issues in civil and criminal law. Some of the questions we will address include: how do everyday individuals interact with the law? What is the relationship between judicial process – that is, the engagement with and navigation of the

legal system – and justice? How do we understand the redress of harms or the application of punishment as part of the achievement of justice and fairness? What political, legal, social, or rhetorical barriers exist to full inclusion of individuals within the processes of law, and is full inclusion even desirable? .
Prerequisite: 120, or permission of the instructor. This course is cross-listed as LWJS 248.
Attributes: AMST Struct & Instit Elective, LWJS Institutions Elective

249 American Federalism
This course examines the practical policy consequences of America's constitutional alliance between 50 state governments and the general union. Politics in the American states will provide the substantive focus for discussions about the complex and ever-changing intergovernmental relationships that constitute American federalism today.
Prerequisite: 120, or permission of the instructor.

Comparative Politics

150 Comparative Politics
An introduction to comparative political analysis with applications to political systems, processes, and issues worldwide. The purpose of the course is to learn to observe political life systematically, analyze a wide range of political phenomena, and distinguish and evaluate the assumptions underlying alternative approaches to the study of politics. The course may address topics such as democratization, authoritarian challenges to democratic systems, social inequality and underdevelopment, sustainability, political corruption, human rights, and political violence.
Attributes: Comparative Poli Sci Course, Social Sciences

250 Comparative European Politics
While Europe is home to many of the world's oldest democracies and most generous social welfare systems, the political stability of European countries in the 21st century can hardly be taken for granted. Political polarization and fragmentation, radical populism, and structural challenges to established social systems pose thorny challenges for countries across the region. While highlighting dynamics common to many countries, this comparative course also familiarizes students with the region's political diversity, highlighting the variety of national paths to democracy and variation of political structures and political cultures from country to country.
Attributes: Comparative Poli Sci Course, INST European Course, Social Sciences

251 Latin American Government and Politics
An introduction to the politics of contemporary Latin America. Emphasis is placed upon the varied political institutional responses to socio-economic change in the Americas.

Major countries to be analyzed include Argentina, Brazil, Mexico, and Cuba.
Prerequisite: one course in political science or Latin American, Latinx and Caribbean Studies. This course is cross-listed as LALC 251.
Attributes: Comparative Poli Sci Course, INST Latin America Course, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, Social Sciences

252 African Government & Politics
An introduction to the politics of contemporary Africa. After reviewing the large historical, international, and socio-economic patterns of African politics, the course examines in greater depth a sampling of national political systems and salient regional or continent-wide themes.
Prerequisite: one course in political science.
Attributes: Comparative Poli Sci Course, Global Diversity, INST Africa Course

253 Russian Politics
An introduction to contemporary Russian politics and policy, set against the backdrop of both the communist legacy and traditional Russian political culture. Coverage includes political institutions such as the presidency and the legislature, political processes and behavior such as elections and voting, and key policy issues such as economic policy. The course will conclude with an examination of Russia's evolving place and role in the international system.
Prerequisite: one course in political science or permission of the instructor.
Attributes: Comparative Poli Sci Course, INST Russia/USSR/Post-Soviet

254 Comparative Asian Governments and Politics
Comparison of selected Asian political systems with special attention given to the emergence of new nations from old cultures, contrasting patterns of political and economic development, and the current state of political affairs in each country studied.
Prerequisite: one course in political science or East Asian Studies.
Attributes: Comparative Poli Sci Course, East Asian Social Sci Elective, INST Asia Course, Social Sciences

255 Chinese Politics
An introduction to the contours of contemporary politics as shaped by traditional and revolutionary legacies, the institutions of state socialism, China's underdevelopment and struggles over power and policy.
Attributes: Comparative Poli Sci Course, East Asian Social Sci Elective, INST Asia Course, Social Sciences

256 The Politics of Southeast Asia

This course is an overview of the politics of Southeast Asia. Contemporary Southeast Asia is a region of contrasts. It is home to some of the fastest growing economies of the world, hubs of global trade and finance, but also rising threats from non-state actors, ethnic violence, and democratic backsliding. This course will cover the development of the region over the 20th and 21st century from the colonial period to independence and to growing regional interdependence. It will address the political history of most countries in the region and key regional issues. The major themes covered in the course include: nationalism, mass atrocity, statelessness and migration, regional integration, trade, and human rights.

Cross-listed as INST 256.

Attributes: Comparative Poli Sci Course, Global Diversity, INST Asia Course, INST Global Security, INST World Economy & Developmt, Social Sciences

258 Human Rights

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.

Prerequisite: one social science course or permission of the instructor. This course is cross-listed as INST 258.

Attributes: AMST Struct & Instit Elective, Comparative Poli Sci Course, Ethics Elective, Global Diversity, INST Global Security, INST World Economy & Developmt, LAWP Ethics Elective, LAWP Policy Elective, LWJS Concepts Elective, POSC Research Methods Course, Security Studies Course, Social Sciences

259 Law, Politics, and Society in Asia

This course examines the interaction between law, legal institutions and citizens in China, Japan, and India. Covering history and the contemporary scene, course focuses on how law works in practice and is understood and used by ordinary people in Asia. It covers areas such as marriage and divorce, the legal profession, lost property, civil rights, the environment, sexuality, mediation, land development and property, among others. Comparisons between the United States and Asia, as well as between Asian countries, will be emphasized.

This course is cross-listed as EASN 259 and LWJS 259.

Attributes: Comparative Poli Sci Course, East Asian Social Sci Elective, Global Diversity, LAWP Law Elective, LWJS Compar/Int'l Law Course, PMGT International Policy, Social Sciences

260 Media & Politics in the Middle East & North Africa
Together we will try to answer the questions: What roles do media technologies and practices (particularly new digital technologies) play in the politics of Middle Eastern and North African (MENA) countries? How do states respond to the challenges and opportunities presented by changes in the communication ecosphere? We will study the development of mass media and its regulation in the MENA region. Students will collaborate to produce presentations for the class on particular problems in the role of media in politics and society, and will also complete individual critical and reflective works. The class will make extensive use of digital and social media, seeking to understand their political and social impact partly through first-hand experience.
This course is cross-listed as MEST 260. Offered every two years.
Attributes: Comparative Poli Sci Course, Global Diversity, INST Middle East/N Africa Crse, Social Sciences

261 Authoritarianism & Change in the Middle East & North Africa
This course will examine the most important features of the different varieties of authoritarian regimes in the Middle East & North Africa (MENA) and seek to explain the different outcomes of popular uprisings against them and other pressures to reform. Participants will study the range of governing institutions and traditions among modern MENA regimes. Students will learn to analyze competing explanations for the persistence of authoritarianism in the region—for example: explanations derived from culture; from abundant hydrocarbons resources; from colonialism; and from historical institutions—as well as the prospects for the spread of more democratic government in the region.
This course is cross-listed as MEST 261.
Attributes: Comparative Poli Sci Course, Global Diversity, Social Sciences

264 Politics, Society & Culture in Israel
This course provides an overview of the major political, social, and cultural forces that have shaped, and continue to shape, modern Israel. It covers the origins of the Zionist movement, political leadership, foreign relations, parties, the electoral system and the Israeli-Palestinian and Israeli-Arab conflict more broadly. In society, it focuses on the major cleavages in Israeli society, civil society, consumerism, as well as the impact of the Holocaust and the role of the Israel Defense Forces. The cultural component centers largely on poetry, short stories and changes in popular music. The course is intended to add nuance and depth to the often one-dimensional portrayal of Israel in the media and provide students with the analytical tools to better understand events in the Middle East.
This course is cross-listed as MEST 264 and JDST 264.
Attributes: Comparative Poli Sci Course, Global Diversity, Humanities, Judaic Studies Elective, Social Sciences

265 Public Policy and Policymaking
This course examines the politics around public policies and policymaking in the United States and abroad. The semester starts by exploring how political forces and ideas operate in the creation of new policies, using political science theories as tools to understand policymaking processes. After that, the course explores multiple issue areas (e.g., educational policy, social policy, economic policy, environmental policy, etc.), analyzing policies implemented in countries like Bangladesh, Brazil, South Africa, Germany, the United Kingdom, and the United States. This comparative perspective will be central to evaluating policy designs and outcomes, with a focus on the differences between the Global North and Global South.
Attributes: Comparative Poli Sci Course, LAWP Policy Elective, Social Sciences

International Relations

170 International Relations
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.
This course is cross-listed as INST 170.
Attributes: LAWP Policy Elective, Security Studies Course, Social Sciences

270 Politics of the European Union
The European Union (EU) represents an unprecedented political experiment in economic and political integration that challenges conventional understandings of sovereignty and political organization. Its supporters credit it with fostering peace and stability on the continent while its detractors characterize it as an antidemocratic, overweening bureaucracy. The puzzle of why sovereign states have ceded so much of their authority to a novel political institution they do not fully control is at the heart of this course. We will explore the postwar and post-cold war contexts that gave rise to new thinking about European political organization and the challenges and crises that have driven European integration forward. Students will become familiar with the political processes and multi-level institutional structure of the EU and evaluate their success at balancing national and European interests, ensuring democratic accountability, and responding successfully to the challenges facing Europe in the 21st century.
This course is cross-listed as INST 270.
Attributes: Comparative Poli Sci Course, INST European Course, LAWP Policy Elective, POSC Research Methods Course, Social Sciences

271 Ethics and International Security
A course in applied ethics that examines the role ethical considerations both do and should play in the pursuit of national and international security objectives. Among the specific topics to be examined are the decision to go to war, rules governing how wars are fought, the ethics of weapons of mass destruction, the ethics of terrorism, the torture debate, economic sanctions, and humanitarian intervention.
Prerequisite: 170, or permission of the instructor. This course is cross-listed as INST 271.
Attributes: Ethics Elective, LAWP Ethics Elective, Security Studies Course

272 International Terrorism
This course provides a historic overview of international terrorism, its origins, evolution, characteristics, and the strategies of the participants. Starting with a clear definition of terrorism, the course will examine various historic case studies in an effort to identify common characteristics of terrorist activity, terrorist motivations, the origins of today's terrorist movements, and a general typology of terrorism. Studies will focus on specific "types" of terrorist activity as those types manifest themselves in the world today. The catastrophic events of September 11, 2001 and their impact on the national security of the United States will be the subject of several lessons. Finally, this course will examine the current strategies in the international struggle against terrorism, and their implications and challenges.
This course is cross-listed as INST 272.
Attributes: Security Studies Course, Social Sciences

273 International Political Economy
This course examines the politics of global economic relations. Specific topics discussed include: trade and protectionism, international monetary relations, foreign direct investment, global institutions such as the International Monetary Fund (IMF), World Bank, and World Trade Organization (WTO), regional economic integration (e.g. the European Union [EU] and North American Free Trade Agreement [NAFTA], economic development, and the economic emergence of China and India. The larger issue serving as the backdrop to all of this is economic globalization -- its significance, sources, and consequences.
Prerequisite: 170, or permission of the instructor. This course is cross-listed as INST 273.
Attributes: LAWP Policy Elective

275 Studies in Modern European Politics
To be offered only in Bologna.
Attributes: Comparative Poli Sci Course, Social Sciences

277 International Politics of the Middle East
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.
Prerequisite: one course in any of International Studies, Middle East Studies, or Political Science. This course is cross-listed as MEST 266 and INST 277.
Attributes: Global Diversity, INST Global Security, INST Middle East/N Africa Crse, LAWP Policy Elective, Security Studies Course, Social Sciences

280 American Foreign Policy
A survey of U.S. foreign policy since World War II. American approaches to such issues as containment, detente, arms control, deterrence, international law, and foreign aid will be discussed. Students will also address issues of U.S. foreign policy formulation, including the roles of the public, Congress, and the president in the foreign policy process.
Prerequisite: 170 or INST 170 or permission of the instructor. This course is cross-listed as INST 280.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective, Security Studies Course

281 American National Security Policy
Analysis of formulation and implementation of American national security policy within the context of American society and the international system. National security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society.
Prerequisite: POSC 170 or 120 or INST 170 or permission of the instructor. This course is cross-listed as INST 281.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective, Security Studies Course

283 Intelligence and National Security
This course provides a basic understanding of the history, organization, activities, limitations, and capabilities of the U.S. national intelligence community, and the role of intelligence in developing and executing U.S. national security policy. The course also examines the significance of intelligence for policymakers and planners, the legal issues surrounding intelligence practices; the relationship between Congress, the Judiciary, and the intelligence community; and the future of U.S. intelligence. *Prerequisites: 120 & 170/INST 170. This course is cross-listed as INST 283.*
Attributes: Security Studies Course

284 European Security
What security issues do European countries face? How are European countries, the European Union, and NATO responding to various threats? This course delves into the structure of European security, examines the security challenges confronted by Europe, and weighs the opportunities these challenges present for enhancing Europe's security and global leadership. Students will learn how European governments define security, formulate strategies, and implement policies to meet a host of traditional, transnational, and human security concerns.
This course is cross-listed as INST 284. Prerequisite: 170/INST 170.
Attributes: INST European Course, INST Global Security, Security Studies Course

Special Topics Courses

290 Selected Topics in Political Science
Topics not normally studied in depth in the regular offerings are analyzed in these special topics courses. Recent offerings have included: Contemporary Political Ideologies, Mexican Politics, Political Thought of the Enlightenment, Politics in Fiction, Separation of Powers, The Bill of Rights, and Italian Politics.
Prerequisite for 290 is dependent upon topic.
Attributes: Social Sciences

390 Seminar
A seminar in selected topics in Political Science. Recent offerings have included: Political Leadership, Crime and Punishment, Democratization, Presidential Elections, Revolutions and Political Thought, Constitutional Politics, International Regimes, Russian Leadership Politics, Central American Politics, and Comparative Political Modernization.
Not appropriate for first-year students.

490 Senior Thesis
Senior political science majors who are interested may apply to take this course during the spring semester of their senior year. The course involves writing a senior thesis based on a question of the student's own choosing. *Permission of instructor is required.*

Portuguese

See Spanish & Portuguese Studies

Portuguese and Brazilian Studies

Minor

5 courses

PORT 202
A minimum of (4) four other courses, typically with significant Luso-Brazilian content (a minimum of one course from the Humanities, and one from the Social Sciences). Courses must be decided in consultation with the minor coordinator.

NOTE: PORT 231 is strongly encouraged.

Exceptions can be made by permission of the coordinator.

Students must conduct the main research of the following classes on a Portuguese-speaking area (for some of the classes FLIC option is available):

ANTH 222/LALC 222: Contemporary Peoples of Latin America
ARCH/ANTH/LALC 262: South American Archaeology
HIST 130/LALC 230: Early Latin American History to 1800
HIST 131/LALC 231: Modern Latin American History since 1800
HIST 215: Topics in Comparative History (When appropriate)
HIST 272/AFST 272/LALC 272: The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850
HIST 283/LALC 283: Latin American - U.S. Relations
HIST 315: Studies in Comparative History (When appropriate)
LALC 101: Introduction to Latin American, Latino and Caribbean Studies
LALC 200: Special Topics in Latin American, Latinx, and Caribbean Studies (When appropriate)
LALC 300: Special Topics in Latin American, Latinx and Caribbean Studies (When appropriate)
PORT 231: Conversation and composition
PORT 242/LALC 242: Brazilian Cultural and Social Issues
PORT 380: Topics in Luso-Brazilian and Hispanic Studies
POSC 251/LALC 251: Latin American Politics
SPAN 380: Topics in Luso-Brazilian and Hispanic Studies (When appropriate)

Courses in CIEE Liberal Arts Program and CIEE Culture Business Program, in São Paulo, Brazil: Up to two classes related to a Portuguese-speaking area, taken at the CIEE Council in São Paulo may count towards the minor. One additional course related to a Portuguese-speaking area may count when taken at the Pontifícia Universidade Católica

or at the Fundacao Getulio Vargas. Course must be pre-approved by the minor coordinator.

Courses

The following course is offered in São Paulo as part of the Dickinson in South America-Brazil program:

240 Brazil in a Latin American Context
This course approaches Brazilian cultures and society from an interdisciplinary perspective, with emphasis on social, economic, and environmental justice. The course will examine the diversity of Brazilian society in the context of Latin American cultural, historical, social, philosophical, political, and economic developments, with a special focus on São Paulo. Students will analyze a variety of written and visual texts (from literature, art, popular culture, sociopolitical groups, and the media), scholarly works (articles/book chapters), as well as music and multimedia (documentaries/films/television/new media). Classroom activities will be enhanced with visits to selected areas of metropolitan São Paulo of cultural and historical significance. This course also functions as an introduction to the Brazilian university system and supports the writing and research skills required for study at the University of São Paulo.
Prerequisite: PORT 200 or 201. This course is cross-listed as LALC 205.
Attributes: Global Diversity, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT St Abd Lang/Cult/Top

Portuguese and Brazilian Studies Courses:

200 Portuguese for Speakers of a Romance Language
This course is designed for students who have previously studied another Romance language and would like develop speaking, reading, writing and listening skills in Portuguese. The course assumes no previous knowledge of Portuguese, and will rely on the comparative grammar and cognate vocabulary of Spanish and other Romance languages to develop language skills over the course of the semester. In addition, the class will explore aspects of Portuguese-speaking cultures in Europe, Latin America and Africa.
Prerequisites: four semesters of a Romance language (or the equivalent), or permission of instructor.
Attributes: SPAN/PORT Language & Culture

202 Intermediate Portuguese II
The primary goals of this course are to review and study advanced grammatical structures, as well as develop writing skills. The course will aim to further develop students' formal knowledge of Portuguese by studying challenging grammatical structures

and producing formal and informal texts, such as letters, reports, narrations, summaries, etc. In order to familiarize students further with the cultures of Portuguese speaking countries, the course will use diverse target-language materials, such as short stories, films, newspaper clips, blog entries, YouTube videos, songs, etc. This course is intended as the gateway to the Portuguese and Brazilian Studies minor.
This course will be offered as determined by student needs and on a tutorial (one-on-one) basis based on faculty availability. Prerequisite: 200 or 201
Attributes: Portuguese & Brazilian Studies, SPAN/PORT Language & Culture

231 Portuguese Conversation and Composition
Advanced practice in oral and written Portuguese. In-class work focuses primarily on oral practice through presentations and class-wide discussions of these presentations, of current events, readings and films, as well as small group practice emphasizing everyday situations. Out-of-class work focuses on writing and revision of compositions with emphasis on both grammar and style.
This course will be offered as determined by student needs and on a tutorial (one-on-one) basis based on faculty availability. Prerequisite: 200 or permission of the instructor.
Attributes: Portuguese & Brazilian Studies, SPAN/PORT Acad & Prof Contexts

242 Brazilian Cultural and Social Issues
In this class students learn about a variety of aspects of Brazilian culture and social issues. While highly discussed topics in Brazil and about Brazil, such as carnival, *malandragem,* and *jeitinho* are examined, throughout the semester students explore three different types of encounters: Native encounters, African and Afro-Brazilian encounters, and gender encounters. Students analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class examines 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 work with a variety of texts from different disciplines - literature, anthropology, sociology, history, and film - and follow an intersectional methodology.
This course is cross-listed as LALC 242. Offered every year.
Attributes: Global Diversity, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT Intro Cult/Ling/Lit, Taught in English

290 Brazilian Cinema
This class focuses on important examples of Brazilian cinema, as well as on critical episodes, manifestos, and challenges faced by Brazilian directors, screenwriters, and actors. The class will also analyze diverse periods and genres, such as chanchadas, Cinema Novo, and retomada. Particular attention will be paid to the representation of

native Brazilians, Afro-Brazilians, women, and marginalized places (Backlands, favelas, etc.), and how their representation has had social and economic repercussions in Brazil.
Taught in English. Available as a FLIC option in Portuguese.
This course is cross-listed as LALC 290. Offered every two years.
Attributes: Humanities, Lat Am, Latinx, Carib St Elect, SPAN/PORT Intro Cult/Ling/Lit, Taught in English

304 Afro-Brazilian Literature
This class analyzes the literary production of Afro-Brazilians writers, as well as the representation of Afro-Brazilian characters in literary texts. It reviews different literary periods and the images those periods created and/or challenged and how they have affected and continue to affect the lives of Afro-Brazilians. Also, by paying particular attention to gender and social issues in different regional contexts, the class considers how Brazilian authors of African descent critically approach national discourses, such as racial democracy and Brazilianness. *Taught in English. Available as a FLIC option in Portuguese.*
This course is cross-listed as AFST 304 and LALC 304. Offered every two years.
Attributes: AFST - Diaspora Course, Humanities, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT Advanced Topics, Taught in English, Writing in the Discipline

380 Topics in Luso-Brazilian and Hispanic Studies
Study of significant cultural, literary, and historical topics concerning the Portuguese and, when appropriate, the Spanish speaking world. A sampling of topics includes the Medieval Song, Gender Transgression in Brazilian literature, Malandragem and Bandits in Brazil, Gender and Race in the literatures of the luso-phone world, Writing after the 1964 Brazilian Coup d'etat, Performing Gender in Latin America.
Prerequisite: 242 or permission of the instructor.
Attributes: SPAN/PORT Advanced Topics

Pre-Engineering

General Information

An excellent preparation for a career in engineering combines a liberal arts background with a traditional engineering program. Dickinson offers this opportunity through two options: admission to a master's program in engineering after completion of a science major or the 3+2 option with Rensselaer Polytechnic Institute (RPI).

Preparation for admission to M.S. programs in engineering: Students must satisfactorily complete a science major, preferably in the area of the intended field of engineering. Coursework should include PHYS 131, 132, 212 and 213 plus two years of mathematics and CHEM 141, 241. Students with 3.0 or higher cumulative averages are generally admitted to quality engineering schools. Most students can complete the requirements for an M.S. degree in two years after completing the Dickinson degree.

3+2 Option with Rensselaer Polytechnic Institute. Students who choose the 3+2 option must plan their program carefully to meet all the requirements.

The 3+2 option is a five-year program consisting of three years at Dickinson and two years at RPI. Upon successful completion of both portions of the program, students receive the B.S. degree from Dickinson and the B.S. in engineering from the engineering school.

Requirements for the Dickinson degree: A student must complete the Dickinson distribution requirements and requirements for a major field of concentration during the three years at Dickinson. Students must begin the major field of concentration in the first year. Courses taken at the engineering school to complete Dickinson requirements must be approved before leaving Dickinson.

Detailed information regarding the admissions criteria, including pre-requisite coursework that must be completed, application deadlines and the majors available at the engineering school can be found on the Engineering Program Linkage Agreements website.

Pre-Law

General Information

Law school admissions committees agree that the most appropriate and beneficial preparation for law school is a traditional liberal-arts education combined with relevant co-curricular experiences. The pre-law advising and preparation at Dickinson incorporates these elements in a comprehensive approach to pre-legal studies. Coordinated by the pre-law advisor at the Center for Career Development, the program is inherently flexible and allows students to explore the breadth of their intellectual interests.

Since law schools do not have a preferred undergraduate major, students are free to choose nearly any academic path that emphasizes writing, research and analytical thinking.

Recommended Courses:
The courses listed below are a compilation of classes designed to introduce students to the skills and issues related to the study of law.

Economics:
Introduction to Microeconomics (ECON 111)

History:
American History (HIST 117, 118)

Philosophy:
Introduction to Ethics (PHIL 102)
Logic (PHIL 103)

Political Science/Law & Policy:
American Government (POSC 120)
Constitutional Law (POSC 220)
Philosophy of Law (LWJS/PHIL 255)
The Judiciary (LWJS/POSC 248)
The Legislative Process (POSC 246)

English:
Students should take several writing intensive courses to refine their writing, research and argument-formation skills.

The **Joint Baccalaureate and Law Degree Program** is a six-year program consisting of three years at Dickinson followed by three years at Penn State Dickinson Law. To qualify, Dickinson students need to complete all requirements for the bachelor's degree (except one year of elective courses) within three years, attain a cumulative grade point average that is greater than or equal to Dickinson Law's most recently reported median and achieve a score on the Law School Admissions Test (LSAT) that is greater than or equal to Dickinson Law's most recently reported median.

Students accepted into the program enroll in Penn State Dickinson Law in lieu of their final year at Dickinson College. After one year of successful study at the law school, students will earn the baccalaureate degree from Dickinson College. After two additional years of study at the law school, students will complete the law program and earn their JD degree. For more information on the 3+3 with PSU's Dickinson School of Law, please contact Ellen Min, Associate Director for Student Access & Achievement and coordinator of Dickinson's articulation agreements, at mine@dickinson.edu.

Students interested in attending law school should contact Laura Graves, pre-law advisor. at gravesl@dickinson.edu.

Psychology

Learning Outcomes

Upon graduation from Dickinson, Psychology majors will be able to:

- describe key concepts, principles, ethical standards, and theories in psychological science;
- design, conduct, interpret, and evaluate psychological research;
- use statistics to evaluate quantitative psychological research findings;
- write with clarity and purpose using APA-style about psychological topics or questions.

Major

11 courses

1. Four 100-level courses
One course from each group and one elective from any group or PSYC 185. Group 1: 110, 120, 125, 130. Group 2: 155, 160, 165, 175. Group 3: 135, 140, 145, 150. Psychology 180 courses are designated by the chair as an elective or as belonging in Group 1, 2 or 3.

2. 210 and 211

3. Two 300-level courses

4. Two 400-level courses

5. An additional 300-level course, OR
An additional 400-level course, OR
500 independent study in psychology, OR
550 independent research in psychology, OR
560 student/faculty collaboration research

Students are eligible to declare the psychology major after successful completion of 210.

When transferring credits to Dickinson, students enrolling as of 2022 may count no more than one 300-level PSYC course, one 400-level PSYC course, and one 500-level PSYC

course toward their major requirements. There are no limits regarding 100-level PSYC courses. Exceptions to this rule may be granted to students by petition to the department chair.

Minor

Six courses, including 210 and 211 and a course from the 300-level group of research methods classes. Normally, four of the six courses (including the 210, 211 sequence and the 300-level course) must be completed in the department.

Suggested curricular flow through the major

First-Year students are encouraged to take at least one 100-level Psychology course during their first year. Once a student completes at least one 100-level Psychology course, then the student is eligible for entrance into Psychology 210 (Analysis of Psychological Data), a "gateway" course for the major. **It is strongly advised that students who have decided to major in psychology register for Psychology 210 after passing a Psychology 100 level course. Ideally in the spring of their first year or fall of their sophomore year. Students who register for Psychology 210 but do not get a seat will be given priority when they register the following semester.** Generally speaking, Psychology 210 is taken during a student's second year and the student can declare the major after the successful completion of Psychology 210. Next, the student should complete Psychology 211 (Design of Psychological Research). Thus, students interested in majoring in Psychology should focus on taking 100- and 200-level Psychology courses during their first and second years.

Students must complete PSYC 210 and PSYC 211 before they will be eligible to take any upper-level courses in psychology.

Generally speaking, students complete 300- and 400-level Psychology courses during their third and fourth years. Below is an example of Psychology courses taken during a student's four years at Dickinson College:

First Year
At least one 100-level courses
PSYC 210 (if possible)

Sophomore Year
At least two 100-level courses
PSYC 210 and PSYC 211

Junior Year
At least one 100-level and one 300-level course

400-level seminar (if appropriate)
Semester abroad

Senior Year
Complete all remaining requirements

For specific information regarding requirements for majoring in Psychology, please consult the Psychology Department's website. Students also are encouraged to speak with the Department Chair or any faculty member within the department to discuss navigating the major.

Independent study and independent research

Exceptional students may participate in traditional internships, independent study, and independent research projects (see Bulletin section entitled Special Approaches to Study).

Honors

Departmental Honors Timeline

Honors in the Major
Honors are awarded to graduating seniors who demonstrate excellence in developing and conducting empirical research. Students typically begin planning during the junior year in consultation with one or more faculty members. Projects must be endorsed for honors by the Honors Committee on behalf of the department, presented publicly no later than the week of final exams, and a final version of the paper must be filed with the Dickinson College Library prior to Commencement. (see Psychology Honors Project Policies and Procedures)

To be eligible for honors, students must meet the following requirements:

1. Eligibility:

- By the start of the senior year, students must have completed at least six Psychology courses (at Dickinson or elsewhere)
- A GPA of **3.6** in those 6 Psychology courses and **3.25** overall at the College is required.
- Honors projects are open to all students interested in conducting research.
- Proposed honors projects will be prioritized based on the career trajectory of the student and availability of a departmental supervisor and committee members.

2. Advisor Selection:

- In the **semester prior** to beginning the honors project, students should meet in person with faculty whose expertise aligns with their topic to determine interest and availability.

3. **Application:**

- No later than **two weeks before the last day of classes** (in the semester prior to beginning the project), students must submit an application including:
  * A statement of interest,
  * A brief description of the intended area of study, and
  * A rank ordered list of potential advisors consulted and outcomes of those conversations – students should not include professors they are not interested in working with on the list.
- The department will assign advisors at the end of the semester and notify applicants within one month.

4. **Course Enrollment (Semester 1):**

- By the **end of the first week of classes**, students enroll in **PSYC 500, 550, or 560** with their faculty advisor, who will chair the Honors Committee.
- The course title should describe the project but not include the word "Honors."

5. **Honors Committee Formation:**

- By **Week 2** of the first semester, the student and advisor will form an **Honors Committee** of three psychology faculty (including the advisor).
- Additional faculty from inside or outside the department may also serve.
- The Committee approves the research topic and plan for earning one credit (PSYC 500/550/560) in the first semester and one credit (PSYC 550) in the second.

6. **Proposal Submission:**

- During the first semester, the student submits a **research proposal** including research questions, rationale, method, and data analysis plan.
- Approval by the Honors Committee indicates that a successfully completed project has the potential to demonstrate excellence in empirical research.
- If the proposal is not approved, the student completes the project as a final paper for PSYC 500/550/560 and decides with the Chair of the project whether it will continue.

7. Course Enrollment (Semester 2)

- At the beginning of the second semester, the student, Chair, or the committee may decide to discontinue the honors project.
- By the **end of the first week of classes**, the student enrolls in **PSYC 550** with their Honors Committee chair.
- The course title should again describe the project but not include the word "Honors."

8. Mid-Semester Progress Review:

- Before **Roll Call** in the second semester, the Honors Committee meets to review the student's progress and any updates to the project or data analysis plan.

9. Submission of Final Paper:

- By the **Friday before the last day of classes**, the student submits the final research paper to the Honors Committee.
- A vote in favor of awarding honors is required to move forward to the oral presentation.
- If not approved, the student may revise the paper as the final product for PSYC 550 (without honors consideration).

10. Oral Presentation:

- During **finals week**, students approved for honors will deliver an oral presentation with Q&A open to the department and college community.
- The Department Chair will schedule presentations in consultation with psychology faculty.

11. Final Submission:

- Following the oral presentation, the student works with the College Archives to submit the final version of the paper.

Opportunities for off-campus study

Students who are interested in study abroad are urged to plan their programs carefully and begin the major early. An advising session is offered each semester that addresses this topic.

Co-curricular activities/programs

The Psychology Club and Psi Chi (the national honor society for psychology undergraduates) collaborate to sponsor events throughout the academic session. We host guest speakers, regular meetings, social events, and advising panels on careers, internships, and graduate school opportunities. Any student is eligible to join the Psychology Club.

Check out the Psychology Club Facebook page for additional details: https://www.facebook.com/DsonPsychClub

Courses

110 Animal Learning and Cognition
In this introductory course, we examine how fundamental principles, derived from the field of animal learning, govern simple and complex human behavior. Topics such as classical and operant conditioning, stimulus control, extinction and avoidance are discussed.
Attributes: PSYC 100-level Group 1, Social Sciences

120 Introduction to Health Psychology
This course is designed to provide a broad overview of the interdisciplinary field of health psychology, which uses scientific research methods to study the bi-directional relationship between psychology and health. We will discuss psychological states such as stress and how they affect the body, and mental processes such as finding meaning that are associated with effective coping and positive health outcomes. We will also study health behaviors such as exercise, sleep, eating, and substance use. Finally, we will explore how psychological concepts and research can be applied to health promotion and illness prevention. Course content will be especially relevant to students considering careers in health care or public health.
Attributes: Health Studies Elective, PSYC 100-level Group 1, Social Sciences

125 Brain and Behavior w/Lab
This course will introduce the structure and function of the brain as it influences human behavior. Findings from neuroanatomy, neurophysiology, and endocrinology will be considered in their relation to a number of behavioral processes such as perception, memory, and social behavior. In the laboratory, students will engage in hands-on activities to explore brain anatomy and brain-behavior relationships.

Three hours classroom and three hours laboratory a week.
Attributes: Health Studies Elective, Lab Sciences, PSYC 100-level Group 1

130 Perception, Memory & Thought
This introduction to cognitive psychology will focus on how the mind structures information. The world that we experience is highly processed by our various mental structures. First, perceptual mechanisms lead us to see objects and colors the way we do. Second, memory processes keep some information accessible while discarding other information rather quickly. Third, decision making processes help us solve problems and generate creativity but are also subject to substantial bias. This course will examine the mind by conceptualizing it as an information processor, studying behavioral experiments as a window into the internal workings of the mind and supporting those experiments with research from neuroscience.
Attributes: PSYC 100-level Group 1, Social Sciences

135 Psychology of Women and Gender
Using a feminist social psychological framework, we will examine theory and research related to the psychology of women and the psychology of gender. We will analyze gender as a system that influences men's and women's lives, and consider the ongoing significance of gender role socialization across the lifespan. Throughout the semester, we will consider the social and political implications of putting women at the center of psychological analysis. In addition, we will develop tools to critically analyze traditional psychological theory and research to expose sexist bias, and we will examine alternative research methodologies that provide ways to study the richness of women's lives in context.
This course is cross-listed as WGSS 236.
Attributes: AMST Struct & Instit Elective, PSYC 100-level Group 3, Social Sciences, US Diversity, WGSS Sexual & Gendered Plural

140 Social Psychology
Humans are “the social animal” because our beliefs, our brains, and our physical environments are profoundly shaped by our social context, often without us realizing it. The purpose of this course is to introduce you to the field of social psychology - the scientific study of how our thoughts, feelings, and behavior are influenced by the actual, imagined, or implied presence of other people. We will discuss topics such as the self, conformity and obedience, social cognition and information processing, attitudes and persuasion, prejudice, stereotyping and discrimination, social influence, romantic relationships, and helping behavior. You will learn how research in social psychology can explain everyday events in your own lives and around the world and how it can help to

better human existence.
Attributes: AMST Struct & Instit Elective, PSYC 100-level Group 3, Social Sciences

145 Psychology of Human Sexuality
This course is a study of human sexuality emphasizing psychological aspects. We will cover sexual development from childhood to adulthood, sexual orientations, biological influences, sexual attitudes and behavior, gender, sex therapy, sexual coercion and abuse, sexually transmitted diseases and sexual health, and the development of sexual relationships. The study of human sexuality is inherently interdisciplinary in nature (drawing from such varied disciplines as sociology, women's studies, biology, anthropology, history, and others). Although we will cover some material from these disciplines, we will take an explicitly social psychological perspective, focusing on individual, personal, and social aspects of sexual behaviors, attitudes and beliefs.
Attributes: PSYC 100-level Group 3, Social Sciences, WGSS Sexual & Gendered Plural

150 Culture and Psychology
The vast amount of what we know in psychology is based on observations from a thin sliver of the humanity pie, an unreliable foundation for generalizing knowledge across time and place. This course starts with the position that a psychological science of Homo sapiens requires examining the various cultural and historical contexts that shape human behavior. Throughout this survey course, we will consider human universals and cultural diversity across a wide array of content areas including self, cognition, motivation, emotion, interpersonal and social behaviors, and health, with emphasis on the implications of such a cultural perspective for understanding what unites and divides us in the contemporary world.
Attributes: Global Diversity, PSYC 100-level Group 3, Social Sciences

155 Human Development: Conception through Childhood
This course will provide an introduction to the principles, theories, and research methods of lifespan developmental psychology from prenatal development and birth through childhood (0 - 12 years old). It will focus on how individuals develop physically, cognitively, socially, and emotionally at each stage of the early part of the lifespan — infancy and childhood– and the role of context (e.g., gender, race/ethnicity, culture, family, peers, schools, neighborhoods) in shaping development. Finally, we will explore how developmental psychology can contribute toward improving lives and inform solutions to social problems.
Attributes: PSYC 100-level Group 2, Social Sciences

160 Human Development: Adolescence through Late Adulthood
This course provides an introduction to the principles, theories, and research methods of

lifespan developmental psychology from adolescence (12—18) and emerging adulthood (ages 18—25) through the end of life. The course focuses on how individuals develop physically, cognitively, socially, and emotionally at each stage of adult life—adolescence, emerging, early, middle, and late adulthood. While we will take a chronological approach to studying human development, we will also focus on integrating and reinforcing connections within and across ages and areas of development. By the end of the course, you will have gained exposure to the psychological study of human development and the ways in which gender, race, ethnicity, culture, and socioeconomic factors influence development. The course will also expose you to the role of context (e.g., school, marriage, work, leisure, neighborhoods) in supporting or undermining development and aging. Finally, we will explore the various ways knowledge gained from studying developmental processes in adolescence and adulthood have been used to improve lives and inform solutions to social problems facing adolescents and adults.
Attributes: PSYC 100-level Group 2, Social Sciences

165 Psychopathology
An introduction to various psychological disorders and techniques of diagnosis and treatment. Relevant for students who anticipate careers in medicine, law, and the social or psychological services. This course is a Health Studies elective.
Attributes: Health Studies Elective, PSYC 100-level Group 2, Social Sciences

175 Introduction to Community Clinical Psychology
This course will provide an introduction to the field of community psychology. Community psychology focuses on promoting well-being and preventing negative mental health and social outcomes by understanding persons-in-context and the ways that social issues, institutions, and settings impact individuals, families and communities. 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 he field's application to prevent negative mental health and social outcomes and promote well-being and social justice.
Attributes: Health Studies Elective, PSYC 100-level Group 2, Social Sciences

180 Topics in Psychology
Students gain an appreciation of psychological principles by reading about and discussing a topic of interest. Course topics range from contemporary issues and historic controversies to broad themes. Recent topics courses have included Health Psychology, Unconscious Processes, and Molecules and Mental Illness.
Attributes: Social Sciences

185 Survey of Psychology
A survey of areas of contemporary psychological study to acquaint students with viewpoints, findings, and techniques of investigation of the discipline.
Attributes: Social Sciences

210 Analysis of Psychological Data
This course will introduce you to analytic methods commonly used to evaluate the results of psychological research, with an emphasis on the statistical analysis of quantitative data. You will gain a conceptual and practical understanding of the statistical building blocks needed to report and interpret research findings and practice APA-style writing and visualization of results. We will discuss the concepts and assumptions that underlie common statistical procedures and their limitations. To practice statistical analyses, you will be exposed to the formulae that underly statistical tests. You will become proficient in conducting analyses with the help of a data-processing software that is popular in both academic and non-academic institutions: Statistical Package for the Social Sciences (SPSS). The course will cover, in-depth, descriptive statistics (which summarize numerical data obtained in quantitative research) and inferential statistics (which test hypotheses in quantitative research) and will introduce thematic analysis (a method of analyzing themes in qualitative research). We will also consider the ethical use of data in psychological research. *Three hours classroom plus three hours laboratory a week. Prerequisite: any 100-level course. NOTE: Completion of both 210 and 211 fulfills the WID requirement.*
Attributes: LPPM Empirical Social Analysis, Quantitative Reasoning

211 Design of Psychological Research
This course is an introduction to research methods in psychology. In this class, we will explore the major concepts in planning research studies, research design, and analysis. We will discuss the various strengths and limitations of each research approach (including quantitative and qualitative methods), as well as methods for assessing threats to validity and reliability of psychological measures. In class and lab, we will explore the relationship between data analysis and research design. In designing your own study, you will learn how to search and critically summarize and evaluate scientific research; design and conduct research projects ethically; collect, analyze and interpret data; and communicate the findings for a scientific audience in APA-style writing. Throughout the course, we will work on developing critical thinking skills and deepen our understanding of the field of psychology as a science.
Three hours classroom plus three hours laboratory a week. Prerequisite: 210. NOTE: Completion of both 210 and 211 fulfills the WID graduation requirement.

310 Research Methods in Animal Learning

The field of animal learning is a subfield within psychology that attempts to understand human behaviors (e.g., eating) using animal models. Experimental methodologies have been the primary means by which researchers have studied such models. Topics such as the assessment of animal behavior, the ethics of animal use, and research ethics will be discussed. In this intensive lab course, students will conduct original, hands-on animal experiments utilizing classical and operant conditioning paradigms throughout the semester.

Three hours classroom plus three hours laboratory a week. Prerequisites: PSYC 110, 210 & 211; OR PSYC 125, BIOL 132 and NRSC 200.

Attributes: Division III non-Lab, NRSC Course

315 Research Methods in Behavioral Pharmacology

Behavioral pharmacology is a subdiscipline of pharmacology interested in the physiological and behavioral mechanisms by which drugs operate, encompassing how drugs influence behavior as well as how behavioral factors influence the actions of drugs. Standard experimental methodologies employed by behavioral pharmacologists to study the effects of drugs on behavior will be reviewed. Topics such as the behavioral analysis of drug effects, basic principles of pharmacology, and research ethics will be discussed. In this intensive lab course, students will conduct original, hands-on animal experiments throughout the semester.

Three hours classroom plus three hours laboratory a week. Prerequisites: PSYC 110, 125, 130 or 165, PSYC 210 & 211; OR BIOL 132, PSYC 125 and NRSC 200.

Attributes: Division III non-Lab, NRSC Course

320 Research Methods in Health Psychology

Health psychology is the study of psychological issues in health, illness and health care. In this course, students will learn about various research methods used in health psychology. Health psychologists use many different methodologies including experimental methods in lab and field, quasi-experimental methods, and observational methods. We will discuss the application of these methods to health psychology research, as well as related topics of validity, measurement, and research ethics. This intensive lab course will culminate in the design and implementation of an original research project in the area of health psychology.

Three hours classroom plus three hours laboratory a week. Prerequisite: PSYC 210 & 211.

Attributes: Health Studies Elective

325 Research Methods in Behavioral Neuroscience
Behavioral Neuroscience, also known as Biological Psychology, is the study of the anatomical, chemical, and physiological mechanisms of behavior in humans and other animals. The underlying premise of Biological psychology is that no external behavioral event can take place unless there is a corresponding set of internal events involving the biochemical and electrochemical activity of the nervous system. In this course, students will learn about various research methods used in behavioral neuroscience, such as experimental methods in lab and field, quasi-experimental methods, and observational methods. We will discuss the application of these methods to research in behavioral neuroscience, as well as related topics of validity, measurement, and research ethics. This intensive lab course will culminate in the design and implementation of an original research project in the area of behavioral neuroscience.
Three hours classroom plus three hours laboratory a week. Prerequisites: 110, 125, or 130, 210 & 211; OR BIOL 132, PSYC 125 and NRSC 200.
Attributes: Division III non-Lab, NRSC Course

330 Autobiographical Memory Research Methods
Cognitive psychology is the study of how the mind processes information, including vision, attention, memory, and decision making, among others. In this course, students will learn about autobiographical memory, or memory for events in a person's life that are considered relevant to understanding a sense of self. Although cognitive psychologists use many different methodologies (including experimental methods, reaction time tasks, and even brain imaging), this course focuses on analyzing personal memory narratives to draw conclusions about memory and selfhood. In doing so, methods covered include reliability and validity, experimenter control when studying memory, correlational and quasi-experimental approaches to data, ethics, and real-world applications of research. This intensive lab course will include the design and implementation of an original research project in the area of autobiographical memory.
Three hours classroom plus three hours laboratory a week. Prerequisites: 210 & 211; OR NRSC 200.
Attributes: Division III non-Lab, NRSC Course

335 Qualitative Research Methods in Gender and Sexuality
The psychology of gender and sexuality is the study of psychological issues relating to gender identity, gender expression, sexual identity, and sexual practices. In this course, students will learn about one of the primary research methods used in the psychology of gender and sexuality – qualitative research methods. Although gender and sexuality psychologists use many methods (including experimental and quasi-experimental methods in lab and field, surveys, and observation), we will focus on interview

methodology because it is particularly well-suited to studying people's lived experience of gender and sex. Because the study of these topics has been strongly guided by feminist theory, this course will draw heavily on feminist critical perspectives on social science research. We will consider methodological topics of sampling, analysis, transferability of findings, researcher reflexivity, and research ethics. This intensive lab course will include the design and implementation of an original, community-based (on campus) research project.
This course is cross-listed as WGSS 336. Three hours classroom plus three hours laboratory a week. Prerequisites: PSYC 210 & 211, and PSYC 135, 140, 145, 150, 155 or 175; OR, WGSS 200 and one additional WGSS course.
Attributes: WGSS Sexual & Gendered Plural

340 Research Methods in Social Psychology
Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. This intensive course will provide students with an overview of research methods used in social psychology. Students will learn about major concepts in research planning, design, and analysis when working with social psychological data. Students will also learn about best practices and challenges in social psychological research such as issues of sampling, survey research, correlational research, observational methods, experimental methods, ethics, and replication. In lab students will learn hands-on how to search and review scientific literature, how to design and conduct research projects, collect, analyze and interpret data, and communicate their findings in scientific reports. They will also learn how to use online methods for data collection and survey administration and strengthen their skills in SPSS data analysis.
Three hours classroom plus three hours laboratory a week. Prerequisites: 140, 210 & 211.

350 Research Methods in Cultural Psychology
Cultural psychology is the study of psychological processes shaped by cultural context. In this course, students will learn about various research methods used in cultural psychology. To compare cultures and subcultures, cultural psychologists have employed a wide array of methodological tools; we will focus on survey, quasi-experimental, and experimental methods. We will discuss the application of these methods to cultural psychology research, especially in relation to topics of validity, bias/equivalence, causal inference, and replication. This intensive lab course will culminate in the design and implementation of a research project in the area of cultural psychology.
Three hours lecture and three hours laboratory a week. Prerequisite: 135, 140, 145, 150 or 175; 210 & 211.

355 Research Methods in Developmental Psychology
Human development is progression through age-related changes that occur from conception until death and developmental psychology is the science that seeks to understand how and why people change and stay the same over time. This intensive course will provide students with an overview of research methods used in developmental psychology. It will focus on major concepts in research planning, design, analysis, and interpretation when seeking to answer questions about development. We will learn best practices and challenges in developmental research including topics on cross-sectional and longitudinal research, experimental methods, ethics, and applied developmental research. In lab, you will engage in hands-on activities, learning how to search and review scientific literature, design, and conduct research, collect, analyze, and interpret data, and communicate your findings to a scientific audience.
Three hours classroom plus three hours laboratory a week. Prerequisites: 155 or 160, & 210 & 211.
Attributes: NRSC Course

365 Research Methods in Clinical Psychology
Clinical psychology focuses on the study of psychopathology and involves defining, measuring, preventing, and treating mental illness. In this course, students will learn about various research methods used in clinical psychology ranging from surveys, to behavior observation, to single-case studies, to randomized controlled trials. We will discuss the application of these methods to clinical psychology research, particularly in the context of revising psychiatric nosology, assessing psychopathology, and developing and testing interventions for prevention and treatment. This intensive lab course will culminate in the design and implementation of a research project in the area of clinical psychology.
Three hours classroom plus three hours laboratory a week. Prerequisites: 165, 210 & 211.
Attributes: Health Studies Elective

370 Research Methods in Counseling Psychology: Psychological Testing
Many individuals complete brief magazine or online surveys about their personality, relationships, or psychological symptoms to better understand themselves or others. Comprehensive psychological testing, however, is much more in-depth and occurs only after significant research and development have taken place. Counseling psychologists take an empirical approach to understand many aspects of people's functioning; one of the ways is through assessment. This course will address research methods in counseling psychology, with a specific focus on test development. This course will examine how psychological assessment tools, including structured and unstructured clinical interviews, objective and projective personality tests, measures of intellectual functioning and

learning aptitudes, and vocational instruments, are developed and tested. Students will critically evaluate issues such as test validation, norming and standardization, reliability and validity, and test bias. This intensive lab course will include an original research project in test development. Students will also gain practical experience in the administration of assessment tools commonly employed in counseling psychology.
Three hours classroom plus three hours laboratory a week. Prerequisite: 165 (can be taken concurrently), 210 & 211.

375 Research Methods in Community Psychology Research: Program Evaluation
Community Psychology is an applied subdiscipline of psychology that uses social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes. In this course, students will learn how to conduct a program evaluation, one of the primary research methods used in community psychology. Program evaluation uses social science research methods to systematically collect information that can be used to improve social, educational and health services. Although community psychologists use many different methodologies (including field experiments, quasi-experimental methods, correlational research and qualitative research), this intensive class will focus on program evaluation because it is one of the most commonly used methods in community psychology and is considered a core competency for community psychologists. This is a community-based research class and we will be partnering with a community agency to evaluate their services.
Three hours classroom plus three hours laboratory a week. Prerequisites: 210 & 211.
Attributes: Health Studies Elective, Service Learning

380 Research Methods in Psychology: Special Topics
Students conduct empirical research in an area of psychological science, analyze data, and report findings and conclusions.
Three hours classroom plus three hours lab per week. Prerequisite: PSYC 210 & 211.

410 Seminar in Learning
Elementary principles govern simple and complex human behavior. This seminar examines how such principles help us understand both typical, everyday behaviors (e.g., eating) and atypical or maladaptive behaviors (e.g., drug abuse). Formal theories of learning also are discussed.
Prerequisites: 210 & 211 and junior or senior standing.
Attributes: Social Sciences

420 Seminar in Health Psychology
This advanced seminar will focus on psychological and behavioral processes in health and illness. The course will take an interdisciplinary approach to the study of a current topic in

health psychology, such as the psychology of women's health, stress and health, or health behaviors. Through readings and class discussions, students will be exposed to psychological theories and research methodologies used in health psychology, and to current literature in the field. We will also explore the application of psychological science in improving health.
Prerequisites: 210 & 211 and junior or senior standing.
Attributes: Health Studies Elective

425 Seminar in Biological Psychology
An advanced seminar into the relationship between physiological systems and behavior. This course will include coverage of mammalian brain organization and function in terms of transmitter systems which are correlated with the interactions between anatomy, physiology, and behavior.
Prerequisites: 210 & 211 and junior or senior standing.
Attributes: Division III non-Lab, NRSC Course

430 Seminar in Cognitive Psychology
This advanced seminar will focus on human cognition. Possible topics include, but are not limited to, perception, creativity, cognitive development, learning, memory, and decision making. Students will be exposed to psychological theories and research methodologies used in cognitive psychology and to current literature in the field. They will often consider how to apply content from experimental work to real-life situations in which these cognitive mechanisms function.
Prerequisites: 210 & 211 and junior or senior standing.
Attributes: NRSC Course

435 Seminar in Gender and Sexuality
This course takes an interdisciplinary approach to the study of gender and sexuality, focusing largely on social psychological and feminist research and theory. This is an advanced seminar that focuses in depth on special topics within these fields. Topics may include sexual identities, gender identities, romantic and sexual relationships, gender and violence, among others. Students will develop their understanding of these topical issues by reading and writing about primary sources and by participating in and leading class discussions.
Cross-listed with WGSS 306. Prerequisites: 210 & 211 and junior or senior standing.
Attributes: WGSS Sexual & Gendered Plural

440 Seminar in Social Psychology
In this advanced seminar, we read and discuss primary sources in theoretical or applied social psychology focusing on a specific topic. Topics have in the past included theories

of stigmatization, perceived risk, or social influence and applications of social psychology principles in law, medicine, or mental health. Students will develop their understanding of the topic by reading and writing about primary sources, by participating in and leading class discussions, and by researching a specific topic which is presented in written papers and class presentations.
Prerequisites: 210 & 211 and junior or senior standing.

450 Cultural Processes and Human Behavior
This seminar covers advanced research as it pertains to culture and psychology. To fully appreciate how culture is intertwined with human behavior, it is necessary to go beyond a survey of research that merely describes cultural variation. By cultural processes, we mean why, how, and when culture comes to shape psychological functioning for group differences to arise. As a result, we will pay close attention to different ways of accounting for cultural influence as well as the specific ways in which cultures vary. We will conclude this course by discussing some recent applications of this emerging science of cultural processes.
Prerequisite: 210 & 211 and junior or senior standing.

460 Seminar in Developmental Psychology
This advanced seminar will develop students' understanding of how social and contextual forces can shape human development. This course will focus in depth on a particular developmental topic. Possible topics include parenting, peer relationships, or early childhood experiences, among others. This course will consider development across the lifespan. When appropriate, this course will draw on perspectives from related disciplines (e.g., history, sociology, public health). Additionally, this course will consider how social categories (e.g., gender, race/ethnicity) influence development. Finally, we will explore how knowledge gained from studying developmental processes and factors have been used to improve lives and inform solutions to social problems. *Prerequisites: 210 & 211 and junior or senior standing.*

465 Seminar in Clinical Psychology
An advanced seminar in which students read and discuss primary sources in theoretical and applied clinical psychology. The purpose of this course is to help students gain a deeper understanding of the processes of clinical assessment, treatment, and prevention of psychopathology.
Prerequisites: 210 & 211 and junior or senior standing.
Attributes: Health Studies Elective

470 Seminar in Counseling Psychology
The major goal of this advanced seminar course is to develop students' understanding of

the major counseling theories. Students will be introduced to various counseling techniques and the underlying scientific research, including the conditions that facilitate an effective counseling relationship. We will also review and critically evaluate professional ethics and standards for care in counseling psychology. This is largely a theoretical course; while some skills may be introduced and practiced in class, skills-building is not a main goal of the course. Students will engage in presentation of differing research topics within the field, while also applying relevant course information to case studies. Course requirements include, but are not limited to, class participation, reflection papers, research papers and oral presentations.
Prerequisites: 210 & 211 and junior or senior standing.

475 Seminar in Community Psychology
This course is an advanced seminar that focuses in depth on special topics in the field of community psychology. The practice of community psychology is typically directed toward the design and evaluation of strategies aimed at preventing psychological disorders, promoting self-help, mutual aid and empowerment for marginalized communities and promoting social justice and change. The goal is to optimize the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Topics may include substance abuse and addiction, serious mental illness, delinquency, stress and coping, prevention vs. intervention, and social support. This is service learning course. Students will develop their understanding of topical issues by reading and synthesizing primary and secondary sources, participating in class discussions and applied exercises, and participating in a service learning project in partnership with community service or advocacy agencies.
Prerequisites: 210 & 211 and junior or senior standing.
Attributes: Health Studies Elective, Service Learning

480 Seminar in Advanced Topics
Advanced seminar in which students become actively engaged in reading about, reviewing, and discussing selected topics of importance in the discipline. Recent advanced topics courses have included The Psychology of Law and Medicine, Psychopharmacology, The Psychology of Groups, and Psychology of Identification.
Prerequisites: 210 & 211 and junior or senior standing.
Attributes: Social Sciences

Quantitative Economics

Learning Outcomes

Upon graduation from Dickinson, Economics majors will be able to:

- apply the core concepts and chains of reasoning underlying a variety of microeconomic and macroeconomic models to a range of economic phenomena and issues;
- critically assess and evaluate the strengths and weaknesses of contending explanations for and the assumptions underlying competing theories of economic phenomena and issues;
- explain verbally and in written form a variety of economic theories, including mathematical models when applicable, demonstrating a grasp of contending explanations for economic phenomena and issues.

Upon graduation from Dickinson, Quantitative Economics majors will be able to:

- apply the core concepts and chains of reasoning underlying a variety of microeconomic, macroeconomic, and econometric models through theoretical and quantitative methods to a range of economic phenomena and issues;
- critically assess and evaluate the strengths and weaknesses of the assumptions underlying various models of economic phenomena and issues;
- explain verbally and in written form a variety of economic theories, including mathematical and empirical models when applicable, demonstrating a grasp of alternative explanations for economic phenomena and issues;
- develop quantitative tools and techniques, including the use of formal arguments, numerical computations, and empirical analysis, to evaluate the logic, validity, and robustness of various explanations for economic phenomena and issues.

Major

ECONOMICS
11 courses
Core Requirements:
ECON 111, 112, 268, 278, 288

MATH Requirements:
MATH 121 or 225 or INBM 220 or DATA 180
MATH 170

Elective Requirements:
Three ECON electives, at least two (2) of these electives must be at the 300-level or above

Capstone Requirement:
ECON 496

QUANTITATIVE ECONOMICS
13 courses
Core Requirements:
ECON 111, 112, 268, 278, 298

MATH Requirements:
MATH 121 or 225 or INBM 220 or DATA 180
MATH 170 and 171

Elective Requirements (4 courses):
Three ECON electives, at least two (2) of these electives must be at the 300-level or above
One Quantitative Economics (QECN) elective, at the 300-level or above

Capstone Requirement:
ECON 496

NOTE: Due to the substantial overlap between the two majors, a student is not permitted to double major in ECON and QECN.

Minor

ECONOMICS
Six economics courses including 111 and 112 and four other economics electives at the 200-level or above.

Suggested curricular flow through the major

The following curricular guidelines will help you pace your progress through the major. While no specific course must be taken in any given semester, the vertical structure of the program requires that you successfully complete prerequisites for admission to intermediate and higher level classes in a timely manner. Plan to fulfill your mathematics requirements during your first year or first semester sophomore year in order to take intermediate level requirements for the each major. MATH 170 (Single Variable Calculus)

or a more advanced calculus class is required for ECON 268 and ECON 278. The statistics requirement (MATH 121 or MATH 225 or INBM 220) is a prerequisite for ECON 298, which is required for the QECN major. ECON 268 and ECON 278 (and ECON 298 for QECN Majors or ECON 288 for ECON majors) are prerequisites for upper-level electives and the senior seminar. You need at least three economics electives to complete the major (four for the QECN Major, one of which must be from the approved QECN elective list or by prior departmental approval); at least two of these must be at the 300 level (three for QECN), having one or more intermediate prerequisites.

ECON Major Suggested Curricular Flow:
Introductory Requirements (recommended for first years; ideally completed by middle of sophomore year):
ECON 111
ECON 112
MATH 121 or MATH 225 or INBM 220
MATH 170

Intermediate Requirements (to be completed as soon as prerequisites are met):
ECON 268
ECON 278
ECON 288

Electives (To be completed as soon as prerequisites are met):
Three electives are required for the ECON major. Two electives must be at the 300-level or above.

Senior Seminar (Spring Senior Year):
ECON 496

QECN Major Suggested Curricular Flow:
Introductory Requirements (recommended for first years; ideally completed by middle of sophomore year):
ECON 111
ECON 112
MATH 121 or MATH 225 or INBM 220
MATH 170
MATH 171

Intermediate Requirements (to be completed as soon as prerequisites are met):
ECON 268

ECON 278
ECON 298

Electives (To be completed as soon as prerequisites are met):
Three ECON electives are required for the QECN major. Two electives must be at the 300-level or above. One additional elective is required for the QECN major. (See list of pre-approved QECN electives below).

Senior Seminar (Spring Senior Year):
ECON 496

NOTES:
- Please allow enough flexibility in your schedule if you are planning on studying abroad. In addition, make sure you discuss your plans with your faculty advisor well in advance.

- Due to the substantial overlap between the two majors, a student is not allowed to double major in Economics and Quantitative Economics.

Pre-approved QECN Electives

- COMP 331 Operations Research (cross-listed as MATH 331)
- ECON 398 Advanced Econometrics
- ENST 318 Advanced Applications of GIS (cross-listed as GEOS / ARCH / GISP 318)
- INBM 300 Big Data in Business
- INBM 350 Investments
- INBM 300 Empirical Methods in Finance
- Any INBM 300 with INBM 250 as a prerequisite
- MATH 325 Probability and Statistics II
- MATH 361 Real Analysis
- Any other ECON elective with either ECON 298 or MATH 171 as a prerequisite
- Any course with prior departmental approval

Independent study and independent research

Each faculty member has special fields of study and will usually be available for advice in that area. No more than two independent study or tutorial study enrollments may be

counted toward the major and they must conform to the appropriate level within the major.

Honors

Honors in Economics or Quantitative Economics
Any student with a 3.50 overall grade point average may undertake a two-course independent research project and oral defense of the research project. Honors in the major will be awarded if at least one of the courses is over and above the eleven required courses for ECON majors and thirteen courses for QECN majors, if a grade of A or A- is earned on the project, and if the departmental oral examination on the project is successfully completed. For detailed information, go to the department web site.

Courses

111 Introduction to Microeconomics
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.
Attributes: Quantitative Reasoning, Social Sciences

112 Introduction to Macroeconomics
A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon national output, employment, and price levels. The monetary and financial system is explored together with problems of economic stability. Monetary and fiscal policy procedures are analyzed and evaluated in light of the current economic climate. Special attention is given to the historical development of major economic institutions.
Prerequisite: 111.

214 Special Topics
An economic topic requiring some exposure to introductory economic concepts. Past topics have included Middle Eastern Economies, Feminist Economics, Network Industries, and the Economic Analysis of Policy. Specific topics will be described in each semester's registration materials.
Prerequisites: 111 and/or 112 depending upon the topic.
Attributes: Social Sciences

222 Environmental Economics
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.
Prerequisite: 111.
Attributes: ENST Society (ESSO), INST Sustain & Global Environ, LAWP Policy Elective, Sustainability Investigations

226 Global Economy
The course introduces economic theory that builds on ideas from introductory microeconomics and macroeconomics. It uses that theory as a framework for examining developments in the changing global system. Developments include the revolution in information technology; the dynamics of human population growth; the implications of climate change; challenges to human security; and emerging patterns of organizational interdependence and collaboration. Those developments provide the context for business managers and for government officials responsible for shaping strategies and implementing policies.
Prerequisite: ECON 111 and 112; concurrent enrollment in ECON 112 by permission of the instructor. This course is cross-listed as INST 200.
Attributes: East Asian Social Sci Elective

228 Economic Analysis of Policy
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, public assistance, transportation policy, and environmental protection.
Prerequisite: 111 or permission of the instructor.
Attributes: Social Sciences

230 Political Economy of Gender
Political Economy of Gender adopts a gender-aware perspective to examine how people secure their livelihoods through labor market and nonmarket work. The course examines the nature of labor market inequalities by gender, race, ethnicity and other social

categories, how they are integrated with non-market activities, their wellbeing effects, their role in the macroeconomy, and the impact of macroeconomic policies on these work inequalities. These questions are examined from the perspective of feminist economics that has emerged since the early 1990s as a heterodox economics discourse, critical of both mainstream and gender-blind heterodox economics. While we will pay special attention to the US economy, our starting point is that there is one world economy with connections between the global South and the North, in spite of the structural differences between (and within) these regions.
For ECON 230: ECON 111 (ECON 112 recommended); For SOCI 227: SOCI 110 or ECON 111; For WGSS 230: none (ECON 111 recommended) This course is cross-listed as SOCI 227 & WGSS 230.
Attributes: AMST Representation Elective, AMST Struct & Instit Elective, INST World Economy & Developmt, LAWP Policy Elective, LWJS Practices Elective, Social Sciences, Sustainability Connections, US Diversity, WGSS Intersect/Instit/Power, Writing in the Discipline

240 International Development
This course examines the challenges and strategies of economic development, with a detailed focus on how households behave. The goal is to provide an understanding of what life for poor households in developing countries is like, what can be done about it, and an idea of how valuable insights can be gained using standard economic tools and thinking. In addition to learning about theoretical models and real-life examples, we will spend significant time understanding recent research on development problems. Issues examined include: poverty measures, health issues such as HIV/AIDS, malaria, and undernutrition, economic growth, agriculture, land use, technology adoption, foreign aid, credits, child labor, child education, migration, and measures of inequality. *Prerequisite: ECON 111 and 112. This course is cross-listed as INST 240.*
Attributes: INST Africa Course, INST Asia Course, INST Global Security, INST World Economy & Developmt, LAWP Policy Elective, Security Studies Course

247 Money and Banking
A study of the role of money and credit in the U.S. economy. The nature of money, the structure of the banking system in the context of a rapidly changing financial institutional environment, and the Federal Reserve System are examined. Various theories of money as guides to monetary policy are compared and contrasted. Neoclassical approaches will predominate, although some alternative approaches will be explored.
Prerequisite: 112.

268 Intermediate Macroeconomic Theory
Neoclassical theories of economic behavior in the aggregate. Models will be used as a framework for analyzing the determination of the level of national output and for explaining fluctuations in employment, the price level, interest rates, productivity, and the rate of economic growth. Policy proposals will be appraised.
Prerequisite: 111 and 112; MATH 170.
Attributes: Social Sciences

278 Intermediate Microeconomic Theory
Neoclassical theory of relative prices of commodities and productive services under perfect and imperfect competition. The role of prices in the allocation and distribution of resources and commodities. Economic behavior of individual economic units like consumers, firms, and resource owners.
Prerequisite: 111 and MATH 170.
Attributes: Social Sciences

288 Contending Economic Perspectives
A study of major heterodox economic theories such as Marxian, institutional, feminist, post-Keynesian, or Austrian economics. Students will study these contending economic perspectives through their historical evolution, methods and theoretical structures, and/or current policy debates.
Prerequisites: 111 and 112.

298 Econometrics
This course is an introduction to econometrics in which the tools of economic theory, mathematics, and statistical inference are applied to the analysis of economic data. Students will develop foundational knowledge of applied statistics and econometrics through exploration of empirical techniques relevant to quantitative economics including probability, estimation, hypothesis testing, correlation, modeling, simple and multiple linear regression analysis, and time series analysis. In addition, this course will cover basic extensions of a multiple linear regression model such as dummy variables and interaction terms. Students will use Stata, or other statistical analysis software widely used in economics, to understand and apply empirical work.
Prerequisite: ECON 111 and ECON 112; MATH 170 and (MATH 121 or MATH 225 or INBM 220 or COMP 180 or DATA 180 or MATH 180)
Attributes: Social Sciences

314 Advanced Special Topics
Prerequisites: One or more of the core intermediate theory courses (268, 278, 288, 298)

depending on the topic.
Attributes: Social Sciences

332 Economics of Natural Resource Sustainability
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.
Prerequisite: 278. For ENST, ENSC and INST majors, prerequisite is ECON 222.
Attributes: ENST Society (ESSO)

344 Public Finance
Theoretical analysis of the interaction of the public and private sectors emphasizing problems of allocation and distribution. Topics include economic rationales for government, public expenditure theory, redistribution of income, collective decision making, and taxation. Neoclassical approaches predominate; however, some alternative approaches will be explored.
Prerequisite: 278 or permission of the instructor.

351 Gender and Development
This course examines the gender dimensions of economic development and globalization from the perspective of feminist economics. This perspective implies foregrounding labor, broadly defined to include paid and unpaid work, and examining gender differences in work, access to resources, and wellbeing outcomes, and how these are affected by macroeconomic policies and how gender inequalities are relevant for societal wellbeing. Since the early 1980's economic globalization has been achieved on the basis of a common set of macroeconomic policies pursued in industrial and developing countries alike. These policies frame both the gender-differentiated impacts of policy and the initiatives that are implemented to reduce inequalities between men and women. The main objective of the course is to examine the impact of these policies on men and women in the global South (a.k.a. developing countries/Third World) on gender inequalities and to evaluate the policies/strategies for reducing gender inequalities and promoting the well-being of all people. The pursuit of these objectives will entail first a brief examination of the central tenets of feminist economics and an historical overview of the policy-oriented field of gender and development. Gender-differentiated statistics will be reviewed as they pertain to the topics under discussion.
Prerequisite: For ECON 351: ECON 288; For INST 351: ECON 288 or ECON 226/INST 200 or INBM 200; For WGSS 350: at least one WGSS course or ECON 288. This course is cross-listed as INST 351 & WGSS 350.

Attributes: AMST Struct & Instit Elective, Global Diversity, INST World Economy & Developmt, Sustainability Connections, WGSS Intersect/Instit/Power, WGSS Transntl/Global Perspect, Writing in the Discipline

353 The Economics of Labor

An analysis of labor market issues and policies. Topics covered include discrimination, anti-discrimination policy, the minimum wage, health and safety policy, and other labor market policies and institutions. While the neoclassical approach dominates, other approaches will be explored.

Prerequisite: 278 or permission of the instructor.

357 Empirical Finance

This course uses market data to develop models for financial analysis by using statistics, econometrics, and finance. The main objective of the course is to develop students' financial, analytical, and modeling skills in the fields of asset pricing and valuation, statistical methodology, the calibration and testing of the times series, and forecasting.

Prerequisites: 298 and (INBM 250 or ECON 268).

Attributes: FINA Upper Level Elective

371 British and European Economic History

Rapid economic development took off in Britain during the eighteenth century. What were the causes and consequences of this first Industrial Revolution? Why did it take place in Britain and not France or other European country? Technological change, along with rapid population growth and migration, resulted in uneven distributional outcomes within and between countries. This course will cover important questions in British and European economic history. Readings will focus on improvements in living standards and efforts made to address unequal outcomes with an emphasis on the impact of industrial development and institutional change. This course may be taught as a Writing in the Discipline or standard elective. Quantitative Economics majors may elect to write an empirical research paper.

Prerequisites: 268 and 278. Recommended: 288.

373 History of Economic Thought

This course provides an appraisal of the origins and evolution of selected economic theories, primarily through the works of great economists of the past. Past economic works are analyzed in their theoretical and historical context.

Prerequisites: any one of the following intermediate-level ECON courses 268, 278, 288, or 298.

398 Advanced Econometrics
This course covers some advanced topics in applied econometrics. Students will apply multiple regression analysis to both cross-sectional and longitudinal (panel) data to familiarize students with a variety of advanced econometric techniques including instrumental variable analysis, differences-in-differences methods, limited dependent variable models, and dynamic panel analysis. Students will conduct individual empirical research projects using Stata, or other statistical analysis software widely used in economics, to enable students to understand and apply the conventions of empirical research in economics. We will cover elements of technical writing, reviewing existing literature, data collection and organization, and file management for complete transparency and reproducibility.
Prerequisites: 268 or 278, and 298.
Attributes: Quantitative Econ Elective, Writing in the Discipline

496 Economics Seminar
A reading, research, and conference course on a selected economics topic. Student seminar choices must be approved by the department.
Prerequisite: 268, 278, and 288 (for ECON majors) or 298 (for QECN majors) and permission of the instructor.

Religion

Learning Outcomes

Upon graduation from Dickinson, Religion majors will be able to:

- identify and describe credible religious ideas, practices, and other expressions, distinguishing confessional approaches to religious understanding from analytical ones;
- interpret the culturally-specific symbols, ideas, and practices that shape religious traditions within their contextual times and places, with attention to both internal coherence and internal diversity;
- analyze how religions have simultaneously shaped and been shaped by the complex tapestry of human culture including topics such as politics, science, race, gender, class, art, popular culture, and media;
- develop literacy in the variety of theoretical approaches that define the field of Religious Studies, including anthropology, sociology, ecology, history, linguistics,

and economics, in order to articulate the definition of religion and major debates over that definition.

Major

The religion major provides students with a foundation in the study of religious traditions and in the analysis of the complex roles religion has played and continues to play in world cultures.

10 courses

Three methodological courses: any 100-level RELG course, RELG 410 (Interpreting Religion), and RELG 490 (The Senior seminar)

Two courses in Western traditions (Judaism, Christianity, Islam)

Two courses in other religious traditions (e.g., Hinduism, Buddhism, Native American religions)

Three courses focusing on a particular religious tradition, related religious texts, or the cultural dynamics shaped by religion

Minor

Six courses including any 100-level RELG course and RELG 410 (Interpreting Religion)

Suggested curricular flow through the major

The Religion major may be completed in a variety of ways. While there are several core courses that develop foundational knowledge in key areas, the flexible curriculum gives you the freedom to focus on the area of study you find most compelling. We ask that you take at least one course at the 100 level, that you take at least two courses involving Western religious traditions (Christianity, Judaism, or Islam) and two in other traditions, that you take three courses on a particular tradition or on a particular theme, and finish with the two senior seminars (410 and 490). Some courses may count for more than one of these requirements, and there is no prescribed order. You will work closely with your departmental faculty advisor to design your major.

The following suggested program is just one example of how a student with a special interest in Asian religion might fulfill the major requirements over four years.

First Year
RELG 101
RELG 222

Sophomore Year
RELG 117
RELG 221
RELG 207
RELG 301

Junior Year
RELG 303
RELG 311
RELG 326
RELG 329

Senior Year
RELG 309
RELG 330
RELG 410
RELG 490

For information regarding the suggested guidelines, please feel free to contact a Religion faculty member.

Independent study and independent research

According to their special interests, students often develop and pursue Independent Study projects with members of the faculty. Among the projects recently undertaken have been Liberation Theology in Latin America, Abraham and Monotheism, The Hindu Temple, Martin Luther King, Jr., C. S. Lewis, Hopi Kachinas, Tibetan Views on Death, Spirituality and Activism, Women and Religion, and Philosophical Theology.

Honors

Students are eligible for Honors in Religion if they (1) complete the courses in the Religion major with at least a 3.25 GPA and (2) complete a thesis in the Senior Seminar (RELG 490) that in the opinion of the Department is an exemplary piece of academic writing.

Students who wish to complete a more in-depth project may register for RELG 550 (independent research) in the fall of their senior year and continue the work on this project during the Senior Seminar in the spring.

Opportunities for off-campus study

Students have regularly taken Junior Year Abroad programs in Scotland, England, Germany, France and Israel. The college also participates in the CIEE Program in Hyderabad, India.

Courses

All 100-level courses, regardless of their specific content, provide students with a basic introduction to the academic study of religion. Sophomores and juniors may take a 200-level course as their first course in religion, and seniors are encouraged to begin at this level. 200-level courses are more specific than 100-level courses but are not necessarily more difficult. 300-level courses are discussion-oriented seminars open to students who either have at least one previous course in religion, have junior or senior status, or have the permission of the instructor.

101 Religion: What it is, How it Works, Why it Matters
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.
Attributes: Global Diversity, Humanities

107 Jews, Christians and Pagans in the Time of Jesus
A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life and death of Jesus of Nazareth.
This course is cross-listed as JDST 107.
Attributes: Humanities, Judaic Studies Elective, Religion - Western Traditions

108 God in America
The course chronicles the relationship between religious ideas and cultural context from the founding of the first colonies through the rise of the Religious Right and New Age movements. Our journey will be guided by several key metaphors that have characterized the religious ethos of America: America as "The Promised Land"; America as the "land of opportunity", as the "melting pot." We will use primary sources, including fiction, poetry, and film.
Attributes: Humanities, Religion - Western Traditions, US Diversity

109 Topics in Comparative Religion
Topics that compare religions geographically (e.g., Religions of the Middle East; Religions of Asia; Religions of Africa), in terms of elements of religion (e.g., Myth and Ritual; Religious Experiences; Religion and Society), or in the ways that religions

respond to contemporary issues (e.g., Religion and Capitalism; Religion and Race; Religion and Gender).
Attributes: Humanities

111 From Abraham to Al-Qaeda: Jews, Christians, and Muslims from their Origins to the Present
This course will survey relations between Jews, Christians, and Muslims, from their origins up to the present day, with heavy attention to the premodern period, and to those areas under the political control of Muslims. We will, however, also consider the relations between these three in the modern period, and how the beliefs of these three groups have coincided and collided to generate specific tensions between them.
Attributes: Global Diversity, Humanities, INST Middle East/N Africa Crse, MEMS Elective, Middle East Humanities, Social Sciences, Sustainability Connections

112 Religion & the Internet
Religion is everywhere on the web. How do online religious communities and social media reshape traditional religious identities and practices such as prayer, meditation, evangelism and pilgrimage? How are traditional religious institutions responding to the challenges and possibilities presented by technology? How are traditional systems of authority being challenged in an age when access to information is more democratic than ever? In this course, we will explore these questions, and engage with the many theoretical parallels between religious systems and life in the digital age.
Attributes: Humanities

116 Religion, Nature, and the Environment
This course explores how various religious and spiritual traditions have understood, conceptualized, and interacted with the natural world. Incorporating from both conventional religions (such as Catholicism, Judaism, and Buddhism) as well as newer spiritual forms (like Contemporary Paganism), the course provides a comparative survey of the relationships between religiosity and nature. Themes under examination include notions of human dominion, stewardship, panentheism, and naturalism. Students will consider how religious ideologies have shaped conceptions of nature, and how changing understandings of the natural world have challenged religious ideas.
Attributes: ENST Humanities/Arts (ESHA), Humanities, Religion - Other Traditions, Sustainability Investigations

117 Religion and Contemporary Issues
Religion remains a very strong force in the contemporary world and most people are guided in their moral decision-making by the principles of their faiths. In this course, students will learn about the nuances of several issues of great current importance and

will explore the ways in which the important values of the world's major religious traditions have been brought to bear on them. Topics may vary from one iteration to the next, but will include issues such as globalization, war, terrorism, ecology, animal rights, abortion, euthanasia, suicide, capital punishment, incarceration, sexual orientation, or the good society.
Attributes: Global Diversity, Humanities, Religion - Other Traditions

127 Spiritual Dimensions of Healing
The effect of the mind on the body, long a principle of systems of healing around the globe, is again being recognized in modern medicine. This course will be concerned with "integrative medicine" and related topics, such as ancient systems of healing, shamanism in contemporary cultures, the relationship between religious faith and recovery from illness, the appropriation of traditional healing methods by medical professionals and New Age alternative healing practitioners, yoga, meditation and health, the Holistic Medicine movement in the West, and the Positive Psychology movement in the West.
Offered every two years.
Attributes: Global Diversity, Humanities, NRSC Non-Div 3 Elective, Religion - Other Traditions

203 Hebrew Scriptures/Old Testament in Context
A critical examination and attempt to understand the literature and the antecedent traditions remembered and formulated by the ancient Israelites in terms of their own views of God. This literature is interpreted in the context of events and cultures of the ancient Near East.
This course is cross-listed as JDST 203.
Attributes: Humanities, Judaic Studies Elective, Religion - Western Traditions

204 Judaism
A basic course in the history, basic beliefs and practices, and modern manifestations of Judaism as a religion. The course concerns itself with the interactions of Judaism and other world religions, notably Christianity.
This course is cross-listed as JDST 204.
Attributes: Humanities, INST Middle East/N Africa Crse, Judaic Studies Elective, Religion - Western Traditions

209 The Age of Faith: Medieval Europe Between Church and State
This survey course will study the development of European civilization during the period c.400 to 1500 with special attention to the rise of the papacy and religious conflict. It will consider the impact of such events as the decline of the Roman Empire, the Germanic invasions, the development of Christianity and the Church, the emergence of feudalism,

the expansion of Islam and the Crusades, and the creation of romantic literature.
Attributes: Humanities, INST European Course, MEMS Elective, Social Sciences

211 Religion, Fantasy, and Science Fiction
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.
Attributes: Humanities, Religion - Western Traditions

212 History of Christianity: From Margin to Center
The course traces the emergence of Christianity from its beginnings as a minority sect in the first century to the height of its influence in the 14th century. Special attention will be given to cultural and aesthetic influences on the emerging Church.
Attributes: Humanities, MEMS Elective, Religion - Western Traditions

215 Jewish Environmental Ethics
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. In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (ie, Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies.
Offered every three years in rotation with the offering of ENST 111. This course is cross-listed as JDST 215.
Attributes: ENST Humanities/Arts (ESHA), Ethics Elective, Humanities, Judaic Studies Elective, LAWP Ethics Elective, Religion - Western Traditions, Service Learning

216 Native American Religions
A survey of some major religious phenomena in the relatively recent histories of selected Native American traditions with emphasis on the tribal religions of North America and the religions of the civilizations of Mexico and Central America.
Attributes: ENST Humanities/Arts (ESHA), Humanities, Religion - Other Traditions

218 Religion and Popular Culture
This course examines various dimensions of the relationship between religion and popular culture in the U.S. Increasingly, peoples' ideas about reality, moral systems, and identity are as impacted by pop culture as they are by traditional modes of religious meaning-making. Using film, television, theater, music, the internet, and more as primary sources, students will develop critical skills for thoughtful engagement of contemporary cultural landscapes. They will do so by applying cultural studies approaches including feminist theory, critical race theory, performance theory, and more to these familiar sources.
Attributes: Arts, Humanities, Social Sciences

222 Cultivating Compassion: An Introduction to the Practice of Buddhism
A study of Asia's most influential religion that focuses on the contemporary "embodiment" of religion in culture. This course will explore ways in which Buddhists have used visual arts, music, drama, asceticism, devotion, etc., to attain spiritual goals and express enlightenment. It will look at both monastic and popular Buddhism, concentrating on South and Southeast Asia but with some reference to East Asia and the West.
Attributes: East Asian Humanities Elective, Ethics Elective, Global Diversity, Humanities, INST Asia Course, Religion - Other Traditions

223 Eating the Text: Tasting Jewish and Israeli Food Through Literature, Film, and …the Mouth
All human beings are connected to food; some are growing it, others preparing or cooking it, and all are eating it. Food is essential for life, but it is also a source of pleasure, a celebration of the senses and the spirit. Food is also knowledge. The biblical story of Eve eating the forbidden fruit from the Tree of Knowledge in the Garden of Eden, tells us "knowledge might begin with the mouth, with the discovery of the taste of something, knowledge, and taste go together" (Hélène Cixous). Food is also a culture. It represents the diverse traditions of societies, communities, and families. In this course, we will "taste" food through Jewish and Israeli literature, films, and theoretical texts. We will explore the diverse cultural traits and traditions of the Jewish and Israeli cuisines by reading and writing about them, as well as tasting them. We will visit the Dickinson Farm and will prepare and cook meals together. We will share traditional family recipes and explore their historical backgrounds. "To write about food is to write about the self," claims Anne Goldman. Students will have the opportunity to write about food and to discover new aspects about themselves. Our course will be like a community of diverse cultures that mirrors the Dickinson community and the world.
This course is cross-listed as JDST 223.
Attributes: Food Studies Elective, Humanities, Judaic Studies Elective

224 Kabbalah: Healing the Soul, Repairing the Cosmos
Kabbalah, the Jewish mystical doctrine, is a rich tradition of esoteric teaching and practices that have been a vital part of Judaism since late antiquity. The Kabbalistic term "Tikkun Olam, "i.e., repairing/mending the world/universe, became popular for its environmental, social and cultural implications. The Kabbalists believe that by healing one's soul and by doing good deeds in the world, one has a significant influence and impact on the divine. The microcosm and the macrocosm are mirroring each other and linked in the bond of creation. The course traces the history of Jewish mysticism in four continents, Asia, Africa, Europe, and America, and introduces major trends in Jewish mysticism. We will focus on Kabbalistic meditation and its practice, food and sustainability, interpretation of dreams and white magic, spiritual music, death and reincarnation, feminism and gender issues. We also explore Hasidic tales that attribute the power to reveal and to heal, alongside contemporary expressions of Kabbalistic topics in literature and movies. The course includes guest lectures and other activities and special events, including a visit to a synagogue.
This course is cross-listed as JDST 224.
Attributes: Global Diversity, Humanities, Judaic Studies Elective

232 Religion in American Politics
This class will provide students with an overview of the role of religion in American politics. Students will become more familiar with the dynamics of a complex and diverse United States through in-depth study of the political differences that define several major religious groups. The political intersections between religion, race, gender, sexual orientation and class will be explored, helping students to think critically about political power. Other topics will include important aspects of constitutional law as they pertain to religious rights, and the various ways in which religion influences public policy.
This course is cross-listed as POSC 232.
Attributes: AMST Struct & Instit Elective, Humanities, Political Science Elective, Social Sciences, US Diversity

233 Israeli Cinema
Israeli cinema has become increasingly diverse, critical, and multicultural and is often at the cutting edge of the Israeli cultural scene. Films provide an interesting lens to explore questions about Israeli life and identity: What was the experience of growing up in post-independence Israel? How were Holocaust survivors and new immigrants from Arab countries received during that period? What made kibbutz life distinct and how has it changed overtime? How is the impact of war and the continuing Israeli-Palestinian conflict depicted in film? What is the role of gender in the construction of Israeli identity and how has the portrayal of Israeli men, women, and LGBT identities changed overtime?

What are the distinct issues facing Orthodox and Ultraorthodox Israelis? How are marginalized groups (Israeli Arabs, Middle Eastern Jews, Russian Jews and Ethiopian Jews) portrayed in film?
The course discusses trends and processes in Israeli cultural history and in current Israeli society, as represented in Israeli films from the 1960s to present day Israel. Screenings of Israeli films are a central part of the course. Films from present day Israel, including the most recent, as well as from earlier decades, create the ideological and cultural universe that the course illuminates.
This course is cross-listed as JDST 233.
Attributes: FMST Mid East Cultural Persp, Humanities, INST Middle East/N Africa Crse, Judaic Studies Elective, Middle East Humanities

234 Love, Sex and Hebrew Texts (in Translation)
This course is a comprehensive study of masterpieces of Hebrew literature in translation, especially about love from different periods, origins, and genres. The literary survey includes Biblical love stories and love poetry, love and sexuality in Jewish mysticism, love and desire poems of the Middle Ages, and various fiction and poetry of modern Hebrew literature from the early 20th century to the present. The students will read translated short novels, short stories, poetry, academic books and articles, and other research materials about Hebrew literature. Students will watch some Israeli films about primary Hebrew authors and their cultural world. Sessions will be divided into discussions of assigned readings, and presentations on the historical background of each period, and literary and biographical background of the various authors.
This course is cross-listed as JDST 234.
Attributes: Humanities, INST Middle East/N Africa Crse, Judaic Studies Elective, Middle East Humanities

240 Women, Gender and Judaism
This course examines issues of gender in Jewish religion and culture. Starting with the representation of women in the Bible and other classical Jewish texts, we study the highly differentiated gender roles maintained by traditional Jewish culture, and examine the role American feminism has played in challenging those traditional roles. We will also study gender issues in contemporary Israeli society, such as the politics of marriage and divorce, public prayer and gender in the military. Some knowledge of Judaism and Jewish history is helpful, but not required as a prerequisite for this course.
This course is cross-listed as JDST 240 and WGSS 241.
Attributes: AMST Struct & Instit Elective, Humanities, Judaic Studies Elective, WGSS Intersect/Instit/Power

243 Dead Sea Scrolls
The discovery of a cache of ancient scrolls in 1947 in caves near the Dead Sea led to a revolution in the study of Second Temple Judaism and Christian origins. This course will focus on these texts, situating them in the context of the history of Judaism from the Hellenistic period through the first century C.E. What do they reveal about beliefs and institutions of the Essenes, the enigmatic community which produced them? What was life like at Qumran, the Essene community's center? How did the sect start, how did it differ from mainstream Judaism, and what was its vision of the future? What possible connections existed between the Essene community and the emergence of Christianity? How have the Dead Sea scrolls contributed to the study of the Hebrew Bible and the New Testament?
This course is cross-listed as JDST 243.
Attributes: Humanities, Judaic Studies Elective, Religion - Western Traditions

250 Topics in Religion and Culture
(e.g., Goddess and Devotee; Women & Religion; Sexuality and Spirituality; Women's Ways of Believing)
Attributes: Humanities

259 Islam
An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times.
This course is cross-listed as HIST 259 and MEST 259.
Attributes: Global Diversity, Humanities, INST Middle East/N Africa Crse, MEMS Elective, Religion - Western Traditions, Social Sciences

260 Topics in Religious Traditions
(e.g., Islam; Shamanism; Apocrypha)
Prerequisite dependent upon topic.
Attributes: Humanities

301 Buddhism in Tibet
Tibetan Buddhism is probably the world's most varied and complex religion, combining elements of everything found in late Indian Buddhism-huge monastic universities, esoteric rituals involving seemingly bizarre practices, an enormous pantheon of enlightened beings, demons, and others, devotional cults, sublime art-with wild and wooly indigenous Tibetan shamanism and some aspects of Chinese religions. The course examines the development of Buddhism in Tibet as well as its increasing interest and

influence in the West.
Attributes: Humanities, Religion - Other Traditions

303 Buddhist Ethics
Buddhism is a non-theistic religion whose ideal is human perfection, described as a state of contentment, happiness, wisdom, love, and compassion. Because this ideal involves the perfection of virtue as well as the attainment of insight, ethics in Buddhism are particularly important. This course will examine ethics in various Buddhist traditions, compare Buddhist ethics to those of other religions, consider Buddhist ethics in the light of the psychology of moral judgments and the findings of cognitive sciences, and reflect on how Buddhists might approach income inequality, environmental degradation and climate change, war and violence, discrimination against women, and contested social issues such as reproductive rights, euthanasia, suicide, and animal rights.
Attributes: Ethics Elective, Global Diversity, Humanities

307 Heretics, Pagans, and Martyrs: Formation of Religious Identities in Late Antiquity
What is a Christian, a Muslim, or a Jew? This course will explore the concept of the "other" in early Christianity, and how Christian identities were formed in dialogue with the surrounding pluralistic landscape. Attention will be paid to early definitions of "heresy" in the ancient world, and how these definitions were appropriated by theologians in the Latin and Greek world of Late Antiquity to suit their own needs. What kinds of movements were considered "heresies," and why? How did Christians, Muslims and Jews understand who they were, and what made them different from others in the first eight centuries AD? We will begin briefly in the Ancient World, and proceed through the study of how Jewish, Christian, Muslim, and Pagan groups characterized each other, ending after the rise of Islam. The formation of Christian identities, as well as the boundary lines created to preserve such identities, are central themes in this course.
Attributes: Global Diversity, Humanities, MEMS Elective, Middle East Humanities, Social Sciences

310 Topics in Myth
(e.g., Comparative Mythology; Myths of Creation)
Prerequisite dependent upon topic.
Attributes: Humanities

311 Buddhism and the Environment
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.
Offered every two years
Attributes: ENST Humanities/Arts (ESHA), East Asian Humanities Elective, Global Diversity, Humanities, INST Sustain & Global Environ, Religion - Other Traditions

312 Topics in Christianity
(e.g., Contemporary Roman Catholic Thought; Medieval Mysticism; Christianity in Crisis; Augustine of Hippo; Eastern Orthodoxy)
Prerequisite dependent upon topic.
Attributes: Humanities, Religion - Western Traditions

314 Topics in Religious Ethics
(e.g., Bonhoeffer, Peace and War; God and Evil; Religion and Ecology; Contemporary Christian Ethics)
Prerequisite dependent upon topic.
Attributes: Humanities

316 Topics in Judaic Studies
(e.g., Twentieth Century Jewish Thought; Principles and Topics in Jewish Law)
This course is cross-listed as JDST 316. Prerequisite dependent upon topic.
Attributes: Humanities, Religion - Western Traditions

318 Topics in Religion & Culture
(e.g., Religion and Science; Encounters with Death; Liberation Theologies)
Prerequisite dependent upon topic.
Attributes: Humanities

320 Topics in Indian Religions
(e.g., Hindu Theology; Buddhist Tantra; Enlightenment in Comparative Perspective)
Prerequisite dependent upon topic
Attributes: Humanities, Religion - Other Traditions

326 Contemplative Practices in Asia
Buddhism, Hinduism, and Daoism have ancient and rich traditions of spiritual practices. This course will examine methods of mind training and the philosophy that undergirds them.
Attributes: Religion - Other Traditions

329 Buddhism in China and Japan
A study of the many phenomena of Chinese and Japanese Buddhism: historical

development, socio-cultural context, personalities, texts, practices, thought, and aesthetics.
Attributes: East Asian Humanities Elective, Humanities, INST Asia Course, Religion - Other Traditions

330 Topics in East Asian Religions
(e.g., Zen; Confucianism and Taoism; Chinese Folk Religions)
Prerequisite dependent upon topic
Attributes: East Asian Humanities Elective, Humanities, Religion - Other Traditions

335 New American Religious Diversity
Until relatively recently, religious diversity in the U.S. meant Protestant, Catholic and Jewish. With changing immigration patterns since the latter half of the 20th century, religious diversity in the American context has to take into account other world religious traditions, such as Islam, Hinduism, Buddhism, and others. Furthermore, new immigrants from Asia, Africa and Latin America have brought their own distinctive Christian practices, whether joining existing American congregations or forming ethnically distinct congregations. This course will examine the experience of these emergent religious communities within the nexus of social and cultural processes-examining the dynamic interplay of religion and communities in the context of immigration and defining a place within the American experience.
Offered every two years.
Attributes: Humanities, US Diversity

410 Interpreting Religion
An advanced introduction to some fundamental issues of theory and method in the academic study of religion. Selected religious phenomena will be examined using the perspectives such as those of the history of religions, psychology, sociology, anthropology, philology, philosophy, and theology. Emphasis will be placed upon methods of research and styles of writing in the study of religion.
Prerequisite: One RELG course.
Attributes: Humanities, Writing in the Discipline

490 Senior Seminar
Advanced investigation of methods and critical perspectives for the study of religion with a focus to be determined by the instructor. Writing enriched.
Prerequisite: 410 or permission of the instructor.

Russian

Learning Outcomes

Upon graduation from Dickinson, Russian majors will be able to:

- apprehend and analyze artistic, cultural, and/or literary texts, both in English and in the Russian original;
- evaluate their study of the Russian language, Russia, and Russian-speaking cultures in artistic, cultural. Historical, literary, and/or geopolitical contexts, with and eye toward interdisciplinary modes of inequity and analysis;
- conduct a research project using authentic sources, with both a written and presentational component, that engages their Russian-language and cultural skills.

Major

11 courses

Core Curriculum Courses
100, Russia and the West
Four courses in the Russian language (above 201) including at least one 300-level course;
Any two Russian literature or culture courses taught in English and covering, when combined, both nineteenth and twentieth century Russian literature and/or culture.

At least four elective courses will be chosen from the following list:
Up to two additional upper level Russian language courses;
One additional literature or culture course taught in English;
Up to two Russian or East European History courses,
One Political Science course with Russian content;
One Religion or Philosophy course with Russian content.

Minor

Students may complete a Russian minor in one of two tracks:

Russian Language: Five courses total, including RUSS 100, "Russia and the West," and three courses in the Russian language numbered 202 and above.

Russian Studies: Five courses total, including RUSS 100, "Russia and the West," and four electives in Russian language, literature, culture, film, history, politics, or other Russia-related topics as determined by the Chair. Electives may be taught in English.

NOTE: Russian heritage speakers and students who begin the study of Russian language after the third semester may be eligible to substitute courses for the language courses above 202. They may do so by making a formal request to the department which includes a rationale for the proposed substitution.

Suggested curricular flow through the major

The Russian major was designed with the hope that all of our students would spend time abroad on the Dickinson in Tbilisi, Georgia program. As a result, we developed the curriculum so that a student who studies abroad can complete all the requirements for the major, as long as they follow a few guidelines. The Russian major is also designed to accommodate students with double majors.

Rather than specify courses that you "must" have in a given semester, we have provided some general guidelines. You should think of these guidelines as giving you a fast track into the major – providing maximum flexibility in your junior and senior year.

First Year
RUSS 101 (fall semester); RUSS 102 (spring semester)
RUSS 100, Russia and the West (spring semester)

Sophomore Year
RUSS 201 (fall semester); RUSS 202 (spring semester)
Russian literature or culture course in English (200-level course)
RUSS electives, for example, a Russian history course

Junior Year
The majority of Russian majors study in Tbilisi, Georgia during their Junior Year; In Tbilisi you will take 4-9 courses per semester (refer to the Courses section in the Academic Bulletin: Russian)

If you do not go abroad, take:
RUSS 231 (fall semester); RUSS 232 (spring semester)
Russian literature or culture course in English (200-level course)
RUSS elective, for example, a Russian history course

Senior Year
300-level RUSS course (fall semester); 300-level RUSS course (spring semester)
Finish your requirements for Russian literature/culture and your electives

For information regarding these guidelines, please feel free to contact a Russian faculty member. Consult your advisor regarding writing an honors thesis in Russian.

Independent study and independent research

Independent study projects are an option open to motivated students who wish to pursue a topic in Russian or Slavic literatures and cultures not offered as part of the regular curriculum. Interested students must be willing to initiate their own study project and meet with their director on a weekly basis. Most projects are taken for half or full course credit.

Honors

A student who wishes to be considered for honors in the major must have an overall grade point average of 3.33 or higher. Each candidate for honors must write a thesis of exceptional merit; the thesis should be based on Russian-language research and should be written at least partially in Russian. The thesis will be approximately 25 pages in length and is usually developed from research conducted abroad and/or written during the senior year in a course numbered 300 or above. Students should reach out to a faculty member in the fall of their senior year to discuss the process. An oral examination will be conducted by members of the Russian department on those papers judged to be of honors quality.

Opportunities for off-campus study

Junior Year All students majoring or minoring in Russian are encouraged to spend one or two semesters on the Russian-language program in Tbilisi, Georgia during the junior year. Students will undergo intensive language training while also having the opportunity to take courses in Identity Studies and Conflict Studies by experts from the region. As part of their introduction to life in Tbilisi, all students will take a course in Georgian Language for Conversation. Russian-language internship opportunities are also available for motivated students.

Summer Immersion Opportunities Summer immersion opportunities are available in Russian language through our partner programs in Armenia, Georgia, Kyrgyzstan, and Latvia, and a Ukrainian language workshop in Poland.

Co-curricular activities/programs

The college has an active Russian Language Club, a Russian Language House, and a Russian Meal Table, held weekly for students who want to speak or listen to Russian in an informal setting. Russian-language films and cultural events are featured regularly, as well as events featuring cultures of Eastern Europe, the Caucasus, and Central Asia. The Russian Department is a member of Dobro Slovo, the National Slavic Honor Society. Students are nominated for membership on the basis of their academic standing.

Courses

The following courses are offered in Tbilisi, Georgia:

281 Russian Language in Context
This course of Russian as a Second Language (RSL) builds on student's existing foundation in Russian and is designed to help them become more effective in all aspects of communication, including introducing increasingly complex structures and significantly increasing their active vocabulary. The course will also focus on achieving cultural literacy through the study of Russian-language texts (classic and contemporary), films and other media, as well as engaging with local cultural events, traditions, and the daily surrounding environment of Tbilisi. The communicative approach to teaching creates an interactive environment and requires a high level of participation from students. Students will be split into groups based on proficiency level and may take this course multiple times at various levels, as their proficiency develops.
May be offered as a full or half credit.

282 Russian Conversation in Context
This course is aimed at developing students' skills and proficiency in the conversational and interactive aspects of the Russian language. Students will learn vocabulary and grammatical constructions as well as typical phrases to use in different communicative situations of everyday life. Students will be able to solve various communicative tasks in real-life situations. Special attention will be given to mastering typical linguistic constructions for greetings, expressing gratitude, making requests, extending invitations, offering assistance, giving consent, refusing, discussing time and place, giving reasons, and more. As a result, students will learn to speak and understand their interlocutor, maintain a conversation, and feel more confident in everyday situations in a Russian-speaking environment. Students will be split into groups based on proficiency level and may take this course multiple times at various levels, as their proficiency develops.
May be offered as a full or half credit.

283 Advanced Conversation and Stylistics
This course is designed to help students develop and improve speaking and listening skills, as well as the ability to engage in meaningful discussions, articulate personal points of view, and defend positions effectively in Russian. Special emphasis will be placed on presentation skills in Russian, as well as practicing the art of answering questions, engaging in dialogues, and participating in discussion. Throughout the course, students will engage in discussions on a wide range of topics. These include topics related to society, science, literature, art, economics, politics, ecology, as well as devoted to exploring countries and their histories, allowing students to make comparisons with other regions and express their opinions. Students will be split into groups based on proficiency

level and may take this course multiple times at various levels, as their proficiency develops.
May be offered as a full or half credit.

284 Identity and Conflict in the Caucasus
The Caucasus is a region noted for its ethnic, religious and cultural diversity. The North Caucasus, which can be described almost as a mosaic of the peoples, stands out in particular. Such diversity within the population makes the Caucasus attractive and interesting. At the same time, there is a constant threat of conflict and misunderstanding between cultural groups in the region. This is proved by history, which was often marked by bloody conflicts in the Caucasus. Diversity expressed through confrontation puts identity issues and the theoretical and conceptual perspectives of nationality formation at the core of our studies, and from this basis it is possible to analyze the complex, multifaceted, and contradictory processes that have evolved in the Caucasus region. The theoretical models adopted in identity, nationalism and memory studies will provide an opportunity to understand the dynamics and casualties of developments in the region.
Attributes: Russian Poli Sci Elective

The following courses are offered in Moscow:

Program suspended until further notice

215 Moscow Summer Immersion Program
A four-week course in contemporary Russian language and culture offered at the Mendeleev University in Moscow. Students will speak only Russian during this four-week period, and participate in intensive language classes, special lectures and field trips arranged with Russian university instructors.
Prerequisite: 201 or equivalent and permission of the department.
Attributes: INST Russia/USSR/Post-Soviet

250 Russian in Everyday Use I
This is an intensive language laboratory on location in Moscow. Designed to improve students' comprehension and command of spoken Russian, this course initiates the students in everyday verbal and cultural communication prevalent in Russia. A variety of topics, including students' first-hand experience with contemporary Russian culture, will be used to improve comprehension oral skills. A workshop on phonetics is an important component of this course.
This course carries .5 or 1.0 dependent upon topic. Prerequisite: 202.

251 Russian in Everyday Use II
This is an intensive language laboratory on location in Moscow. Designed to improve

students' comprehension and command of spoken Russian, this course initiates the students in everyday verbal and cultural communication prevalent in Russia. A variety of topics, including students' first-hand experience with contemporary Russian culture, will be used to improve comprehension oral skills. A workshop on phonetics is an important component of this course.
This course carries .5 or 1.0 dependent upon topic. Prerequisite: 202.

255 Grammar in Context I
These courses are designed to further develop the students' language skills through practice in lexical expansion, idiomatic expression and syntactical patterns. Grammar work in cultural context is a significant component of these courses.
Prerequisite: 202.

256 Grammar in Context II
These courses are designed to further develop the students' language skills through practice in lexical expansion, idiomatic expression and syntactical patterns. Grammar work in cultural context is a significant component of these courses.
Prerequisite: 202.

257 Writing Workshop
This course introduces students to the conventions of essay writing in Russian. Students will consider their writing in cultural context, examining and practicing how elements like tone, argumentation, structure, tense, and punctuation differ in the Russian context. Revision will be an important component of this course.
This course may carry either 0.5 or 1 credit. Prerequisite: 202

261 Moscow Proseminar I
This course treats the city of Moscow as a living laboratory for understanding and analyzing Russian language, literature, architecture, and culture in contemporary context. Students will develop their linguistic and analytical skills while attending musical and theatres performances, visiting cultural centers around the city, and analyzing the cityscapes of Moscow-based narratives in comparison with Moscow as we know it today.
Prerequisite: 202. This course carries .5 credits

262 Moscow Proseminar II
This course expands on and deepens students' understanding of the city of Moscow as a cultural, social, and living text. Students will sharpen their linguistic and analytical skills while attending cultural performances, visiting cultural centers around the city, meeting with scholars and community organizers, and analyzing the cityscapes of Moscow-based

narratives in comparison with Moscow as we know it today.
Prerequisite: 202. This course carries .5 credits.

265 Topics in Russian Studies
This advanced language course will help students develop the linguistic tools necessary for critical analysis in a particular area of Russian Studies: mass media, history, politics, literature, or film. Based on their academic focus, students will choose a topic from a list of offerings. Oral and written presentations, as well as class discussions in Russian, are important components of this course.
The course may be taught entirely in Russian or in Russian and English. This course carries .5 or 1.0 credit dependent upon topic. Prerequisite: 202.

271 Key Texts and Concepts in Russian Culture
This multi-media survey course introduces students to masterpieces of Russian architecture, painting, theater, and cinematography. It is designed to enhance students' knowledge of the artistic and spiritual aspects of Russian culture, as well as to provide insights into traditions, lifestyle, and the psychology of Russian people. Visits to art museums and theater performances are required.
Taught in English or Russian, or a mix of both.

272 Russian in the Discipline
While studying in Moscow, advanced students may take a course together with Russian students, in Russian, in their area of specialization. Students are required to attend all class sessions and participate in class discussions; students may petition the department to write a final paper/project in lieu of taking the final exam together with Russian students. The project will be overseen by the director of the Dickinson-in-Moscow program.
Prerequisite: 202.

273 Russia Today
The course presents an overview of major cultural, political, and economic developments in Russia in the twentieth and twenty-first centuries. There is an emphasis on the cultural, religious, literary, philosophical, and political factors important to understanding contemporary Russian reality and post-Soviet space.
The course may be taught entirely in Russian or in English with Russian readings and discussion sections, depending on the year and topic.

280 Intensive Research and Writing Seminar
Dickinson-in-Moscow participants carry out a research project in conjunction with a course on Russian culture, literature, history, or politics taught at RUSH in Russian, for Russian students. Students will audit the course and then choose a topic for their research,

appropriate to the focus of the course, and have it approved by the professor. Students will regularly meet with the professor, who will serve as the project's advisor, as they work on a research paper in Russian. The project and the course is overseen by the Resident Director of the Dickinson-in-Moscow program. *Prerequisites: 250, 255, 265*

Russian Courses

100 Russia and the West
An introductory and multi-disciplinary survey intended to explore the relationship between Russian culture and Western civilization. In the process, students will be exposed to aspects of Russia's history, literature, religion, philosophical traditions, music and art, politics, and economics. Suitable for those interested in a one semester introduction to Russia, and required for those who choose a major or minor in Russian.
Attributes: Global Diversity, INST Russia/USSR/Post-Soviet

101 Elementary Russian
An intensive study of the fundamentals of Russian grammar, with an emphasis on the development of reading, writing, speaking, and understanding skills. Short stories and songs will supplement the text.

102 Elementary Russian
An intensive study of the fundamentals of Russian grammar, with an emphasis on the development of reading, writing, speaking, and understanding skills. Short stories and songs will supplement the text.
Prerequisite: 101 or the equivalent

201 Intermediate Russian
Advanced grammar review incorporating controlled reading and composition. Emphasis on speaking competence continued through oral reports and conversational topics.
Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

202 Intermediate Russian II
Emphasis on the development of reading, speaking, and writing skills. Reading of simple texts to acquaint the student with a variety of styles of the Russian language, concentration on some of the more difficult problems in the Russian grammar, translation, written composition, vocabulary building, and intonation.
Prerequisite: 201 or equivalent.

223 19th Century Russian Literature in Translation
An introduction to major literary movements and developments in 19th century Russian

literature. Readings may include works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Chekhov, as well as important theoretical and cultural texts from and about the period. No knowledge of Russian necessary.
Conducted in English. Offered every other year.
Attributes: Humanities, INST Russia/USSR/Post-Soviet, Taught in English

224 Twentieth-Century Russian Literature in Translation
An introduction to major literary movements and developments in 20th century Russian literature. Readings may include works by Mayakovsky, Bulgakov, Pasternak, Solzhenitsyn, Trifonov, and Pelevin. The course may also include important texts of 20th C. art and film. No knowledge of Russian necessary.
Conducted in English. Offered every other year.
Attributes: Humanities, INST Russia/USSR/Post-Soviet, Taught in English

230 Advanced Russian for Heritage Speakers
The course is designed for heritage learners who have had little or no formal training in their native language and who desire to improve their reading, writing, and formal communicative skills. Basic rules of orthography and advanced grammar will be reviewed. Texts will be drawn from contemporary Russian press, movie scripts, and fiction.
Prerequisite: placement by department. Offered every two years.

231 Russian for Discussion
Practice in the techniques and patterns of everyday conversation, especially as these reflect different cultural orientations. Reading and discussion of short works by well-known authors.
Prerequisite: 202 or the equivalent.

232 Russian for Narration and Analysis
Reading and discussion of literary works by representative authors from the pre- and post-Revolutionary periods.
Prerequisite: 202 or the equivalent.
Attributes: INST Russia/USSR/Post-Soviet, Writing in the Discipline

233 Phonetics
Beginning students of Russian—and even students who have already completed several semesters of the language—are beset with hesitation and even anxiety about their pronunciation. In this course, we will explore and analyze the phonetic dimensions of the Russian language that create special difficulties for non-native speakers. These include: articulatory phonetics, phonological rules, register effects and literary pronunciations,

syllabic and metrical structure, intonation, and prosody. This course is intended as a supplement to students' study of the Russian language in other classes. Students will apply what they learn to their own pronunciation, aided by in-class oral exercises and readings of plays, poetry, and prose. Along the way, students will increase their knowledge of Russian culture.
May be offered as 0.5 or 1 credit. Prerequisite: RUSS 102

234 Russian for Intelligence Careers
This course prepares students for the field-specific vocabulary, grammar, and content they may encounter when using their Russian in intelligence, security, and/or government careers.
May be offered as 0.5 or 1 credit. Prerequisite: RUSS 232.

241 Russian Film of the Putin Era
For Lenin, cinema was "the most important art"; for Stalin, it was "the greatest medium of mass motivation." Since Vladimir Putin's inauguration as leader of the Russian Federation in 2000, film has held an equally important role. We will track and analyze major themes in Russian cinema since 1991, including the rise of the Russian blockbuster, popular culture under Putin, festival films, and the intersections of politics and film art.
Course taught in English. No prior knowledge of Russian culture required.
Attributes: Arts, Film & Media Studies Elective, Taught in English

242 War and Peace in Russian Literature and Film
The topic of war serves as a window into Russian and Soviet culture. War's horrors—from Napoleon's invasion of 1812 to the debacle in Afghanistan in the 1970s and 1980s—have left a deep imprint on the Russian national psyche. This course approaches the Russian experience of war through films, short stories, diaries, and poetry. Special focus is placed on representations of the Second World War, resulting in 26 million Russian casualties. Films and literary works may include, The Tale of Igor's Campaign, Gogol's Taras Bulba, Tolstoy's Hadji Murat, Babel's Red Cavalry, Ginzburg's Blockade Diary, and Alexievich's Zinky Boys, as well as a selection of war poems; and such films as Ivan's Childhood (Tarkovsky), The Cranes are Flying (Kalatozov), The Cuckoo (Rogozhkin), Prisoner of the Mountains (Bodrov), and The Ninth Company (Bondarchuk). Guest lectures by experts in the field supplement class discussions. *Taught in English.*
Attributes: Arts, Film & Media Studies Elective, Humanities, Taught in English

243 "The Most Important Art": Russian & Soviet Film
The course will examine contributions by Russian and Soviet directors to the development of film as an art form. Students will view classic films of the Russian canon, while also gaining a familiarity with current trends in filmmaking. We will also

investigate the development of the Soviet-Russian film industry and the close links between film and politics in the history of Russo-Soviet cinema. No knowledge of Russian is required.
Conducted in English. Offered every other year.
Attributes: Arts, INST Russia/USSR/Post-Soviet

244 The Russian Novel
Russian literature is known for its novels. More specifically, Russian literature is known for its long, unwieldy, philosophical novels: structurally and existentially dense works in the thousands of pages, which Henry James described as "large, loose, baggy monsters." And yet, 19th century Russian novels by Pushkin, Dostoevsky, Gogol, and Tolstoy regularly appear on lists of the "best literary works of all times." In this course, we will delve into a selection of Russian novels that have shaped both Russian culture and world literature. We will ask questions like: Where does the Russian novelistic tradition come from, how does it differ from other European longform traditions, and what exactly is a novel anyway? We will consider why the "philosophical novel" has become synonymous with Russian writing, trace the development of the novel over the course of the 19th century, and examine the ways the novel might be especially well suited to reflect the complexity of human conscious experience. No knowledge of Russian required. *Taught in English. Offered every three years.*
Attributes: Humanities, Russian 19th Century Elective, Taught in English

245 Tolstoy in the 21st Century
This course investigates the numerous ways in which Tolstoy, one of the most influential Russian writers and thinkers, transcends his time and through his works speaks to our concerns today. What makes life meaningful? What kind of love lasts? Why do certain attempts to modernize society fail while others succeed? It is worth reconsidering Tolstoy's ideas on these and other issues because he teaches us to see the world more wisely. Students will read and discuss Tolstoy's fiction, including *War and Peace* and *Anna Karenina,* as well as his essays on religious, philosophical, social and artistic issues. Students are encouraged to have read *War and Peace* before the semester begins.
Taught in English. Offered every two years.
Attributes: Humanities, Taught in English

248 Russian Culture and the Environment
Russia is the largest country in the world. It contains some of our largest supplies of natural resources, including the most voluminous freshwater lake and the most square miles of forest. Russia and the Soviet Union have also been home to devastating environmental catastrophes, such as the Chernobyl nuclear disaster. It is thus fitting that

the theme of the environment—both natural and man-made—have played a pivotal role in the Russian cultural imagination of the past two centuries. This course will look at how Russian and Soviet culture from the nineteenth century to the present engage with the theme of the environment over a variety of genres, including literature, film, journalism, and art. No knowledge of Russian is required.
Taught in English. Offered every three years.
Attributes: ENST Humanities/Arts (ESHA), Humanities, INST Sustain & Global Environ, Taught in English

253 Autocracy, Uprisings, and Daily Life in Medieval Ukraine, Russia, and its Empire
This course will survey the first 1000 years of the eastern Slav lands that are now Russia, Ukraine, and Belarus and the expanding empire of the former into Central Asia and the Caucasus. Students will gain a better understanding of the region's political, economic, social, and cultural development and how it can inform our understanding of Russia today. We will examine the early formation of multi-ethnic clans into a large multinational empire while highlighting state formation, the role of women, church power, the arts, and nationality conflict. The course concludes with the impending collapse of the Russian empire under Tsar Nicholas II.
This course is cross-listed as HIST 253.
Attributes: HIST European History Course, INST Russia/USSR/Post-Soviet, Pre-1800 History Course, Social Sciences, Taught in English

254 Revolution, War, and Daily Life in Modern Russia
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.
This course is cross-listed as HIST 254.
Attributes: HIST European History Course, INST Russia/USSR/Post-Soviet, Post-1800 History Course, Social Sciences, Taught in English

260 Topics in Russian Studies
In-depth analysis and discussion of selected areas and problems in Russian literature or culture. Recent topics have included: Russian Theatre and Drama, Nobel Laureates in Russian Literature, Russian Short Prose, Salvation Through Beauty: the World of Dostoevsky, Russian and Soviet Film, East European Literature, Modernism in Italy and Russia.

Conducted in English. Offered every other year.
Attributes: Taught in English

270 Philosophy and Literature
Dostoevsky's characters lie, steal, scheme, and murder. What is it about Dostoevsky's depictions of their lying, cheating ways that makes his novels not just literary but philosophical? And what is it about philosophical works like Kierkegaard's and Nietzsche's that makes them literary? More generally, where do the overlapping realms of literature and philosophy begin and end? This course investigates the intersections of philosophy and literature across different schools of thought, paying special attention to the work of Dostoevsky, Kierkegaard, Leibniz, Plato, Tolstoy, Voltaire, and others. We will pair the treatment of philosophical issues in fiction with their treatment in more traditional philosophical genres, thereby raising and discussing the contentious question of whether philosophy can achieve things that literature cannot, and vice versa.
Offered every two years. This course is cross-listed as PHIL 270.
Attributes: Humanities, Taught in English

333 Advanced Seminar in Russian Culture and Literature
Authentic Russian texts in different genres and disciplines present specific sets of challenges, including specialized vocabulary, narrative conventions, and idiosyncratic grammar. This course prepares students for reading, analyzing, and discussing challenging, authentic Russian texts in a variety of disciplines and genres, with an emphasis on close reading and cultural context. The course is taught in Russian and includes a variety of texts or focus on one literary text. May include courses taken in Russia.
Prerequisite: 231, 232 or equivalent.
Attributes: INST Russia/USSR/Post-Soviet

334 Workshop in Translation
This course focuses on specific techniques for translating various kinds of texts (business, journalistic, scholarly, epistolary, and literary) from Russian into English, and from English into Russian. Concentrating on the practical matter of reading and writing, the course will also include special grammatical topics which present particular difficulties in translation, discussion of theories of translation, and introduction to technological tools of translation. The goal of the course is to further students' language ability and provide them with useful linguistic skills.
Prerequisite: 231, 232 or equivalent. Offered every two years.

335 Popular Culture and New Media
This course will examine one or several elements and/or genres in Russian popular

culture, including folk tales, detective novels, anecdotes, film, television, music, the Internet, and new media. Students will practice close reading and analysis of authentic texts through the study of analytic genres specific to these fields in Russia and the US.
Prerequisite: 231, 232 or equivalent.
Attributes: Arts

360 Topics in Russian Language and Literature
A thorough investigation of a significant figure or major development in Russian literature, or an extensive examination of selected aspects of the Russian language, with emphasis on seminar reports and discussions. Conducted in Russian.
This course carries .5 or 1.0 credit, dependent upon topic. Prerequisite: Russian major or instructor's permission.

Science, Technology and Culture

Courses

Science, Technology & Culture Courses

259 Writing Science News
Science hits the news more now than ever before. Is the news we read true to the research that it reports? Does it matter? Those are our concerns in this course. We analyze how scientists report their findings, how those findings become news, and what happens on the way. Taking knowledge into practice, you will conduct background research, interview scientists, and write your own science news. The portfolio you produce will include polished news releases based on science research at Dickinson. This course is primarily designed for future scientists who want to be able to communicate about their research, and for science majors considering a writing career. It is also appropriate for non-scientists who wish to be savvy consumers of science news.
Attributes: Writing in the Discipline

Security Studies

Certification

Seven courses are required to complete the security studies certificate. At least three of the courses must be courses that do not count toward the student’s major.

Two Core Courses
INST 170/POSC 170: International Relations
INST 281/POSC 281: American National Security Policy

Four Elective Courses
Electives taken should come from a minimum of two departments and should be selected in consultation with one's security studies advisor. Students may choose among a range of courses focusing on the following issues:

- National security
- Transnational security
- Conflict resolution & security promotion
- Human rights and human security

A Senior Capstone Seminar
A senior seminar in international studies or an approved seminar in another department is required.

Courses

Sexuality Studies

See Women's, Gender and Sexuality Studies

Sociology

Learning Outcomes

Upon graduation from Dickinson, Sociology majors will be able to:

- describe key sociological concepts and apply them to a broad range of social contexts;
- compare and contrast qualitative and quantitative methods in sociological contexts, understanding strengths and weaknesses of each;
- describe sociological theories and apply them to research questions, using appropriate methods for investigating these questions;
- analyze sociological data and communicate the findings effectively in both oral and written forms.

Major

11 courses

SOCI 110, 236 or 237, 240, 244, 330 or 331, 400

and five (5) other (elective) courses, three of which must be in the student's thematic area; upon approval, one of the thematic courses may be taken outside of the department.

Minor

Six courses, including 110, 240 or 244, and 330 or 331.

Suggested curricular flow through the major

The Sociology major was designed with the hope and expectation that all of our students would spend a semester or year abroad. As a result, we developed the curriculum so that a student who did spend a year abroad could complete all the requirements for the major, as long as they followed a few guidelines.

The guidelines are written for the entering student who knows they want to major in Sociology. Rather than specify the courses that you "must" have in a given semester, the following are general guidelines regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major - this provides maximum flexibility in your junior and senior year.

First Year
SOCI 110
A 200-level elective
Foreign language—depending on where you may want to study abroad

Sophomore Year
SOCI 240: Qualitative Research Methods
Inequality, either SOCI 236: Inequalities in the U.S. or SOCI 237: Global Inequality
One elective and either SOCI 244: Quantitative Data Analysis or Theory SOCI 300 or 331

Begin thinking about your thematic in consultation with your advisor

Junior Year
Theory, either SOCI 330: Classical Theory (Fall) or SOCI 331: Contemporary Theory (Spring)
SOCI general electives: refer to Academic Bulletin: Sociology
General electives (whether abroad or on campus)

Senior Year
SOCI 400: Senior Seminar (Fall only)
SOCI 405: Senior Thesis (Spring only and requires a proposal by the Friday after Thanksgiving to enroll in this class). See the Sociology Advising Guidelines.
All electives for the major finished
Thematic Statement submitted by spring break of your senior year

For information regarding the suggested guidelines, please feel free to contact a Sociology faculty member. Students not following these guidelines may still be able to study abroad for a year and complete the major.

Thematic Statement
Each student is required to develop a thematic or focus within the field of sociology. By spring break of the final semester, the student should submit a thematic statement to their advisor that articulates how their (minimum of) three courses relate to one another in ways that fulfill the thematic.

- Thematic Statement (1-2 pages): The first paragraph should describe your thematic focus; subsequent paragraphs should identify and describe how those courses contribute to your thematic focus.
- You will want to consult with your academic advisor along the way as you begin to plan out your thematic. Possible thematic foci could be: social movements, social policy, social justice, race and ethnic studies, class, community studies, gender, inequality, health, environmental sociology, education, family, religion, globalization, sustainability.

Honors

Honors may be granted in Sociology for a well-researched, analytically sophisticated, and finely crafted thesis within the range of 50 to 100 pages. Students should begin discussing the possibility of an honors thesis in the early fall of their senior year at the latest and register for SOCI 405 for the spring. A proposal with preliminary bibliography is due by the week after Thanksgiving to the faculty teaching SOCI 405, the advanced research seminar. Students will work closely with the faculty teaching 405 but may seek guidance from other members of the faculty both within and outside the department. Only the best projects will be granted Honors, but any student who completes the project will receive credit for SOCI 405. Detailed guidelines are available on the department's web page.

Co-curricular activities/programs

Many sociology students also take advantage of the interdisciplinary and often globally integrated Mosaic programs that are offered. For more information about current and upcoming Mosaics, see the Mosaics website.

Courses

110 Social Analysis
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.
Attributes: AMST Struct & Instit Elective, Social Sciences, US Diversity

224 Families and Gender in Cross-Cultural Perspective
In this comparative course in family systems, we will study the impact of production and politics on family life in various cultures, including Africa, Latin America, the Far East and the United States. The course uses ethnographic studies and documentaries to illuminate the impact of the political economy on family life, the life course, and gender roles and relationships. Various theories of development will place the ethnographies into socio-political and historical context.
Attributes: AMST Struct & Instit Elective, Global Diversity, Social Sciences

225 Race and Ethnicity
This course explores the historical and contemporary significance of race and ethnicity in the United States. Students will examine how racial inequality has become a pervasive aspect of U.S. society and why it continues to impact our life chances. We will address race and ethnicity as socio-historical concepts and consider how these “social fictions” (in collusion with gender, class, and sexuality) produce very real material conditions in everyday life. We will develop a theoretical vocabulary for discussing racial stratification by examining concepts such as prejudice, discrimination, systemic/institutional racism, racial formations, and racial hegemony. We will then look closely at colorblind racism, and examine how this dominant ideology naturalizes social inequality. With this framework in place, students will investigate racial stratification in relation to schools, the labor market, the criminal justice system, neighborhood segregation, immigration, etc. Finally, we will discuss strategies of anti-racism that seek to eliminate enduring racial hierarchies.
Offered every two years.
Attributes: AMST Struct & Instit Elective, Social Sciences, US Diversity

227 Political Economy of Gender
Political Economy of Gender adopts a gender-aware perspective to examine how people secure their livelihoods through labor market and nonmarket work. The course examines the nature of labor market inequalities by gender, race, ethnicity and other social categories, how they are integrated with non-market activities, their wellbeing effects, their role in the macroeconomy, and the impact of macroeconomic policies on these work inequalities. These questions are examined from the perspective of feminist economics that has emerged since the early 1990s as a heterodox economics discourse, critical of both mainstream and gender-blind heterodox economics. While we will pay special attention to the US economy, our starting point is that there is one world economy with connections between the global South and the North, in spite of the structural differences between (and within) these regions.
For ECON 230: ECON 111 (ECON 112 recommended); For SOCI 227: SOCI 110 or ECON 111; For WGSS 230: none (ECON 111 recommended). This course is cross-listed as ECON 230 & WGSS 230.
Attributes: AMST Representation Elective, AMST Struct & Instit Elective, INST World Economy & Developmt, LAWP Policy Elective, LWJS Practices Elective, Social Sciences, Sustainability Connections, US Diversity, WGSS Intersect/Instit/Power, Writing in the Discipline

228 Sociology of Sexualities
This course explores the social origins of sexual behaviors, identities, and desires. We will investigate how sexuality intersects with other social hierarchies including race, gender, and class. Our current frameworks for understanding sexuality and sexual identity are the product of social, political, and economic forces, and reflect the common sense of a particular historical moment. We will consider a wide range of theoretical and methodological approaches to the study of sexuality and explore more closely how these perspectives inform the analysis of contemporary sexual issues.
Offered every two years. This course is cross-listed as WGSS 228.
Attributes: NRSC Non-Div 3 Elective, Social Sciences

230 Selected Topics in Sociology
Courses which examine special topics in sociology and will include on a regular basis, Labor History, Comparative Race & Ethnicity, and Conflict Resolution.
Attributes: Social Sciences

233 Asian American Communities
This class is designed to move from theoretical understandings of "race," and racial identity as it operates in our everyday lives to larger, structural determinants of race with

special attention to the unique position of Asian Americans in U.S. race relations. This course focuses on social relations, political identities and activism, immigration and labor experiences to explore the ways Asian Americans have contributed to our larger histories as Americans. Broken down into three sections, this class analyzes the position of Asian Americans in the following interconnected contexts: (a) Asian Americans in relation to dominant society, (b) Asian Americans in relation to other communities of color, and (c) pan-Asian relations.
Offered every year.
Attributes: AMST Struct & Instit Elective, Social Sciences, US Diversity

234 Middle Eastern American Communities
This interdisciplinary course considers the history of Middle Eastern American communities, and the related development of "Islamophobia." We survey the history of the diverse immigrant communities that trace their heritage to a vast region of the world, the variously defined "Middle East." In the 1990s, Islamophobia emerged as a controversial concept after decades of discussion around Orientalism and anti-Arab racism. Today, some see Islamophobia as a catch-all concept for discrediting necessary anti-terrorism measures like profiling, surveillance, and wiretaps. Others see Islamophobia as fitting into a pattern of racialized scapegoating, where people experience violence and discrimination. Topics for discussion include ethnic group and identity formation, the "war on terror," connections between domestic and international US policy, and civil rights advocacy.
This course is cross-listed as MEST 234. Offered every two years.
Attributes: AMST Struct & Instit Elective, Middle East Social Science, Social Sciences, US Diversity

236 Inequalities in the U.S.
This course takes a critical look at the layers of American society that shape, construct, and inhibit the basic pursuit for equality of opportunity. Students will be asked to examine how the three most fundamental elements of social stratification (race, class, gender) function both separately and in tandem to organize systems of inequality. The course uses theoretical and practical applications of stratification to evaluate how social constructions of difference influence the institutions and social policy. Additionally, class discussions will also consider how the forces of racism, sexism, and classism impact the attainment of basic needs, such as wages, health care and housing.
Offered every year.
Attributes: AMST Struct & Instit Elective, Social Sciences, US Diversity

237 Global Inequality

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.
Offered every year.
Attributes: ENST Env Stud Spec (ESSP), Global Diversity, Social Sciences

238 Consumer Culture

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.
Attributes: AMST Struct & Instit Elective, Social Sciences

240 Qualitative Methods

This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies. The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students will design their own field projects.
Prerequisite: 110.
Attributes: AMST Struct & Instit Elective

244 Quantitative Research Methods

Quantitative Research Methods introduces students to basic principles of sociological research methodologies and statistical analysis. Students learn to conceptualize a research question, operationalize key concepts, identify relevant literature, and form research

hypotheses. Then, using elementary tools of descriptive and inferential statistics, they choose appropriate statistical methods, analyze data, and draw meaningful conclusions. Special emphasis is given to interpreting numbers with clear, persuasive language, in both oral and written formats. Students will become proficient in using quantitative software for data analysis.
Two and a half hours classroom and three hours laboratory a week. Prerequisite: 110.
Attributes: LPPM Empirical Social Analysis, Quantitative Reasoning

270 Social Movements, Protest and 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?
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective, Social Sciences, US Diversity

272 Islam and the West
This course examines the contemporary relationship between the Islamic world and the Western world. In recent years, many interpretations of this relationship have developed, with some claiming a clash of civilizations is underway. The course critically engages the rapidly growing literature on this topic, while providing an introduction to the sociology of religion, an examination of so-called Western values and their Islamic counterparts, an analysis of key moments in recent history, and finally a survey of minority Muslim communities in the West.
This course is cross-listed as MEST 272. Offered every year.
Attributes: AMST Struct & Instit Elective, Global Diversity, Middle East Social Science, Social Sciences

310 Immigration Politics: Gender, Race and Sexuality in Contemporary Migration
Why do global controversies over immigration so often center on migrant women's fertility and their children's access to government benefits? Why do some countries

accept LGBTQ migrants but deny them the right to adopt, use assisted reproductive technologies, or extend citizenship to their children? How are efforts to limit marriage-and-family based migration racialized and classed? What are the gendered implications when nurses are a country's central export? Could building a border wall or sending refugees back stop unwanted immigration? This course examines how intersecting gender, sexual and ethnic hierarchies shape and are shaped by immigration. Applying insights from feminist and queer theories of migration, students will explore how the gendered processes surrounding immigration craft concepts of nation, borders and citizenship. Readings and films examine how racial and sexual norms are renegotiated through the selection and regulation of immigrants. Central to our investigation is how transnational and economic forces compel migration, reshaping understandings of national belonging, workplaces, and family in the process. We will particularly consider how migrants negotiate multiple marginalizations, and in turn refashion understandings of community, identities, culture, and politics. An interdisciplinary framework combines sociological, historical, legal, activist, media, literary and artistic accounts.
Prerequisite: One WGSS or SOCI course, or permission of instructor; not appropriate for first-year students.
Cross-listed as WGSS 310.
Attributes: AMST Struct & Instit Elective, INST Global Security, LAWP Policy Elective, Security Studies Course, Social Sciences, Sustainability Connections, US Diversity, WGSS Hist/Theories/Represent, WGSS Transntl/Global Perspect, WGST 300 Equivalent

312 Contemporary Human Trafficking
This class serves as an introduction to contemporary issues of human trafficking in the United States and globally. Human trafficking, including both commercial sexual exploitation and forced labor, is an extremely complex crime and human rights violation that demands multi-faceted, interdisciplinary responses. Topics for discussion will include demand, vulnerability factors, governmental and non-governmental organizational responses, criminal justice systems, support and services for survivors, prevention efforts, and literary and cultural representations of human trafficking.
Prerequisite: One WGSS course or permission of instructor.
Cross-listed as WGSS 312.
Attributes: INST Global Security, Security Studies Course, Social Sciences, WGSS Transntl/Global Perspect

313 Special Topics
This course will focus on various specialized topics within Sociology, such as "Hegemony," "The Oral History of the LGBT Community," and "Immigration Politics."

Prerequisite dependent upon topic.
Attributes: Social Sciences

327 Sex, Gender, and Religion
Exploring the interactions between religious and gender and sexuality, this course examines: how various religious traditions perceive sexuality and gender; the ways in which religion influences social policy both within the United States and globally; and the impact this has on individuals, families, and societies. The course focuses on contemporary concerns, while offering a comparative (historical and cross-cultural) introduction to these issues across several religious traditions. Particular emphasis is given to religious fundamentalisms across the three major monotheistic religions: Christianity, Islam, and Judaism.
Prerequisites: Either 110, 222, 224, 228 or 310, or one course from WGSS or RELG, or permission of the instructor. Offered every two years.
Attributes: AMST Struct & Instit Elective, Social Sciences, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

330 Classical Sociological Theory
This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in classical sociological theory (through 1925). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience.
Prerequisite: 110 and one additional course in sociology, or permission of instructor. Offered every fall.
Attributes: Social Sciences

331 Contemporary Sociological Theory
This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in contemporary sociological theory (1925-present). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience.
Prerequisite: 110 and one additional course in sociology, or permission of instructor. Offered every spring.
Attributes: AMST Struct & Instit Elective

400 Sociology Seminar
A specialized seminar, intended to relate a broad area of theoretical concern to the problems and procedures of current research. Regularly offered topics: Measuring Race and Racism; Women, Culture, and Development; Sociology of Violence; Language and Power: Foucault and Bourdieu; American Society; Race and Ethnic Theory; Sexualities; Postmodernism, Culture, and Communication.
Prerequisite:110 and at least one from the list of required courses (SOCI 236, SOCI 240, SOCI 244, SOCI 330, or SOCI 331). Offered every fall.
Attributes: Social Sciences

405 Senior Thesis
Independent study, in consultation with a specially constituted faculty committee, of a problem area chosen by the student. The student should, in addition to pursuing his/her own interests, also seek to demonstrate how various perspectives within sociology and, where relevant, other disciplines bear on the topic chosen. *Permission of the instructor required.*
Attributes: Social Sciences

Spanish and Portuguese Studies

Learning Outcomes

Upon graduation from Dickinson, Spanish and Portuguese Studies majors will be able to:

- Communicate proficiently in Spanish across spoken and written forms;
- Interpret and analyze a range of literary, filmic, and cultural texts from the Americas and Spain across a variety of historical periods;
- Develop intercultural awareness and appreciation of the diverse Hispanic world.

Major

The following Spanish & Portuguese Studies major requirements are effective with the class entering in Fall 2026 and after. Students matriculating prior to Fall 2026 should reference the requirements in the Academic Bulletin for their entering class. Advisors will help students work through the prior or new requirements.

11 courses

SPAN 202: Intermediate Spanish
SPAN 215: Spanish Composition and Conversation

SPAN 245: Introduction to Hispanic Literatures and Cultures
Four 200-level courses*
Four 300-level courses

Notes:

- *No more than four 200-level electives can be counted toward the major. Students may opt to take less than four at the 200-level and complete additional 300-level courses in their place.
- *Either SPAN 206 (Spanish for Business Professions) OR SPAN 207 (Spanish for the Health Professions) can be taken as one of the 200-level electives and can count toward the major, but not both. Neither SPAN 206 nor 207 is required for the major.
- Twelve courses are required for honors; students cannot count SPAN 550 for honors as one of their 11 required credits.
- **Language:** Only **one** course in English or Portuguese offered by the department may count toward the major. No FLIC option is required. For example, students may count toward the major either SPAN 225 (Panoramas I, taught in English) or SPAN 325 (Panoramas II, taught in English), but not both.
- **Study Abroad:** Up to **four study abroad credits** relevant to the major may be applied in a 1-semester study abroad program. Should a student spend **a full year abroad, an additional credit** relevant to the major may be applied.

  If a student couples Spanish 205 (Málaga Summer Immersion) with a semester abroad in either Spain or Argentina, Spanish 205 can count as a 5th credit toward the major. If Málaga Summer Immersion is coupled with a year-long study abroad program, it can count as a 6th credit. In all cases, Málaga Summer Immersion counts as one of the four permitted 200-level electives.

Minor

6 courses

SPAN 202: Intermediate Spanish
SPAN 215: Spanish Composition and Conversation
SPAN 245: Introduction to Hispanic Literature and Culture
Three 200- or 300-level courses

Notes:

- SPAN 202 (Intermediate Spanish) is the required entry-level course for all minors. Students who place out of SPAN 202 may begin at a higher level based on placement results.
- Core Introductory Courses: SPAN 215 (Spanish Composition and Conversation) and SPAN 245 (Introduction to Hispanic Literatures and Cultures) are required and should be completed before taking higher-level Spanish courses. They cannot be taken concurrently.
- 200-Level Electives: Minors may take up to three 200 level Spanish courses, either on campus or abroad. Only **one** of the following may count toward the minor: either SPAN 206 (Spanish for Business Professions) or SPAN 207 (Spanish for the Health Professions), but not both.
- While not required, minors are encouraged to take at least one 300-level course. Students can replace 200-level electives with 300-level courses.
- To ensure the development of Spanish language proficiency, courses taught in English (for example, SPAN 225 or SPAN 325) or Portuguese **do not count** toward the minor. Additionally, the minor is designed to offer a focused yet broad foundation in the field, making independent study an unsuitable option.
- **Study Abroad (Optional)**
  - Minors are encouraged, but not required, to spend a semester abroad for immersion in Spain or Argentina. Summer study abroad in Spain is also recommended.
  - Up to three study-abroad credits relevant to the minor may be applied.
  - Minors are encouraged to take a Spanish course on campus upon returning from study abroad.

Suggested curricular flow through the major

Four-Year Course Plan

The 4-year course plan would depend on a student's placement level. The following is based on placement into 101:

Year	Fall	Spring
First Year	101	102; 225

Sophomore	201	202
Junior	215 AND 206 OR 207 OR Port	245
Senior	200-elective (i.e. 280) 300, 300	200-elective (i.e. 280) 300, 300

The following is an example based on placement into 201:

Year	Fall	Spring
First Year	201	202, 225
Sophomore	215	245
Junior	Abroad – 3, 200-level	300, 300 1, 300-level
Senior	300	Honors

Major completed fall of senior year; Honors could be obtained with a 12th credit for SPAN 550 in spring.

Independent study and independent research

This is an opportunity to explore individually an area of special interest to the student within the discipline. It is normally arranged through individual contact between the student and the professor involved in the semester preceding the actual project, and approved by the department chair.

Honors

Spanish majors wishing to graduate with honors in the Department of Spanish & Portuguese Studies should speak with the department chair during the fall semester of the senior year about completing SPAN 550 in addition to the eleven courses required for the major. Honors will be awarded to students who successfully complete a significant scholarly essay (normally thirty to fifty pages in length) and defend the work during an oral examination given by a committee of departmental faculty. This project should be done in close collaboration with a department faculty member and cannot be undertaken before fulfillment of the senior seminar requirement. Essays done for the senior seminar or other advanced course will often be the starting point for the Honors project. Detailed guidelines are available on the department's web page.

Opportunities for off-campus study

Dickinson offers fall semester or full year programs at the University of Málaga, Spain. This program is intended to enhance and enrich the strong Spanish major the student has initiated on the Carlisle campus. Students wishing to study in Latin America may take advantage of Dickinson's South America program in Cuenca, Ecuador and Mendoza, Argentina. Dickinson also has a Partner Program in Brazil. Information is available from faculty in the Spanish department or the Center for Global Study and Engagement.

NOTE: Spanish majors going abroad should carefully plan their course schedule with the assistance of their faculty advisor.

Co-curricular activities/programs

The department's co-curricular activities include: (1) a Spanish Club, which is open to majors and non-majors alike, sponsored lectures, field trips, and other cultural activities, (2) the Spanish Table, held once a week in a private dining area of the Holland Union Building, where students and professors meet over dinner for conversation and informal discussions in Spanish, and (3) the Casa de Lenguas Romances, which offers a unique opportunity for the students to live in a Spanish-speaking environment, using the Spanish language as the main vehicle for daily communication.

International students from the University of Málaga and from the National University of Cuyo in Mendoza, Argentina (where Dickinson students take classes when they study abroad) play a key role in these extra-curricular activities. These Overseas Student Assistants live in the Casa de Lenguas Romances and/or the International House during the school year, are in charge of the Spanish Table, and assist faculty with language courses and special events in the department.

Courses

The following courses are offered only at the Dickinson in Spain program in Málaga:

205 Málaga Summer Immersion
Offered only at the Dickinson in Spain program in Málaga. A five-week course in contemporary Spanish language and culture offered at the University of Málaga, Málaga, Spain. Students will reside with Spanish families, speak only Spanish during this five-week period, and participate in intensive language and culture classes, special lectures, and field trips arranged by Dickinson in cooperation with the Centro Internacional de Español (CIE-UMA) of the University of Málaga.
Prerequisite: 201 or equivalent and permission of the department.
Attributes: SPAN/PORT St Abd Lang/Cult/Top

251 Spanish for Academic Contexts in Málaga
An advanced and in-depth study of grammatical structures to prepare students for the demands of Spanish university classes, with a focus on achieving the necessary command of the language according to DELE standards. Students will learn some of the intricacies, complexities and subtleties of Spanish grammar through personalized instruction, oral presentations and written analysis of diverse texts. These will include cultural texts, literature, art, current affairs, politics, etc. This is an intensive, four week pre-semester required course, which includes weekly exams in addition to other specific assignments.
Attributes: SPAN/PORT St Abd Lang/Cult/Top

254 Engaging Spain
This course provides a structured framework for students to connect their experiences in Málaga and Spain to issues with local and global significance through multiple lenses. It has four primary goals. (1) It provides an advanced study of grammatical structures to prepare students for the demands of Spanish university classes. It helps students understand the Spanish university system, to better navigate it, and achieve success in their course work. (2) It teaches students about the history and diverse cultures of the region. (3) It facilitates students' engagement in the Málaga community through which they will learn with and from the community in informed, thoughtful, and reciprocal ways. (4) It provides an academic context to better understand and reflect on the history and cultures of the sites visited on program excursions.
Prerequisite: SPAN 202 or 245.

298 Literary Analysis of Hispanic Texts
Offered only at the Dickinson in Spain program in Málaga. An in-depth study of texts of a specific period and/or genre. This course often focuses on contemporary writers and includes class visits by authors being studied. *This course counts as 299.*
Attributes: Humanities, SPAN/PORT St Abd Lang/Cult/Top

372 Spanish Society and Culture
Offered only at the Dickinson in Spain program in Málaga. In-depth study of several aspects of Spanish cultural traditions and values. Contrasts Andalusian culture with other peninsular cultures. Oral and written reports concerning cultural aspects of life in Málaga. Local field trips and interviews are an important part of the course.
Offered in the fall semester.
Attributes: Humanities, SPAN/PORT St Abd Lang/Cult/Top

381 Topics in Hispanic Studies
Offered only at the Dickinson in Spain program in Málaga. Study of significant cultural, literary, and historical topics concerning the Spanish-speaking world. Peninsular and

Latin American topics may be offered. Specific topics to be announced.
Attributes: SPAN/PORT St Abd Lang/Cult/Top

The following courses are offered in the Dickinson in South America Program:

252 The Southern Cone: Culture, History, and Society
This interdisciplinary class examines the culture, society, history, and literature of the Southern Cone region, including Argentina, Chile, and Uruguay. Students will explore topics such as immigration, inequality and globalization, focusing on impacts of migration processes and expressions of cultural identity. Emphasis will be placed on identities through the lens of gender, ethnicity, and race. This class also includes a Spanish language component. Class trips will be made to selected port cities in the Southern Cone that are of cultural, political, and historical significance.
Prerequisites: 231 and acceptance into the Dickinson in South America program. This course is cross-listed as LALC 203. Offered every semester.
Attributes: Global Diversity, INST Latin America Course, SPAN/PORT St Abd Lang/Cult/Top

362 Argentina in a Latin American Context
This class approaches Argentine reality from an interdisciplinary perspective, including culture, economic and social life, geography and history, and philosophical and social factors. It will examine the diversity of Argentine society in the context of Latin American political, social, and cultural developments. National and regional perspectives will be included as well. Class trips will be made to selected areas of the Mendoza region that are of cultural and historical significance.
Prerequisites: 231 and acceptance into the Dickinson in South America program. This course is cross-listed as LALC 204. Offered every semester.
Attributes: Global Diversity, INST Latin America Course, SPAN/PORT St Abd Lang/Cult/Top

Spanish Courses

101 Elementary Spanish
This is the first course in the language sequence. The course focuses on all four language skills: listening, reading, writing, speaking, with an emphasis on vocabulary development and listening comprehension development.
Prerequisite: Placement exam.
Attributes: Can't be taken pass/fail, SPAN/PORT Language & Culture

102 Elementary Spanish
This course is a continuation of Spanish 101. The course focuses on all four language

skills: listening, reading, writing, speaking, with increasing emphasis on speaking.
Prerequisite: 101. Upon completion, students go to 201.
Attributes: Can't be taken pass/fail, SPAN/PORT Language & Culture

201 Intermediate Spanish
This course is a continuation of Spanish 102. The course focuses on all four language skills: listening, reading, writing, speaking, with increasing emphasis on writing and speaking.
Prerequisite: 102 or placement by department. This course fulfills the language graduation requirement.
Attributes: Can't be taken pass/fail, SPAN/PORT Language & Culture

202 Intermediate Spanish II
The primary goal of this course is to develop students' formal knowledge of Spanish by reviewing and studying the more challenging grammatical structures. The course will also work on development of skills in reading, oral expression, and vocabulary development. The purpose of the course is to equip students with the formal grammatical background necessary to be successful in courses on Hispanic literatures, linguistics and cultures.
Prerequisite: 201 or placement by department.
Attributes: SPAN/PORT Language & Culture

206 Spanish for Business Professions
This is a specialized course that emphasizes the language of business. Students will study the lexicon and language protocols appropriate to the basic functions of international business. The goal is to improve oral, reading, and writing skills while acquiring a general business vocabulary, and a broadened intercultural perspective.
Prerequisite: 202 or 205.
Attributes: SPAN/PORT Acad & Prof Contexts

207 Spanish for the Health Professions
This course prepares students to use Spanish meaningfully in real-world health contexts by combining classroom learning with direct service. This is a space where linguistic, cultural, ethical, and social knowledge come together. Through reflection, reading, and a sustained partnership with the Beacon Clinic, students build the vocabulary, cultural awareness, and interpersonal skills required to serve Spanish-speaking communities with empathy and clarity. By applying Spanish in healthcare settings, students confront the complexities of power, equity, and responsibility, especially in the context of migration, labor, and structural inequality.
Prerequisite: 202 or 205. This course is cross-listed as LALC 239.

Attributes: Food Studies Elective, Health Studies Elective, Lat Am, Latinx, Carib St Elect, NRSC Non-Div 3 Elective, Service Learning, Sustainability Connections, US Diversity

215 Spanish Composition and Conversation
This course is designed to further develop students' writing, listening, and speaking skills in Spanish, while introducing them to more formal written assignments. Through a diverse selection of readings across the Spanish- and Portuguese-speaking worlds, students will engage with the fundamentals of close reading analysis, refine their oral expression, and strengthen their knowledge of cultural themes and ideas.
Prerequisite: 202. NOTE: Completion of both 215 and 245 fulfills the WID requirement. Students who have completed 231 or courses above 239 may not take this course.
Attributes: Lat Am, Latinx, Carib St Elect, SPAN/PORT Acad & Prof Contexts

225 Panoramas I
This English-language course presents an overview of major cultural productions from Latinx, Hispanic, and Luso-Brazilian individuals and communities. Students will engage with diverse genres and media from Latin America, the Caribbean, the Iberian Peninsula, Africa, the United States, and diasporic populations from across the globe. Depending on the professor, texts may focus on historical, social, cultural, political, methodological, and/or aesthetic contexts through a comparative and interdisciplinary approach.
Students majoring or minoring in Spanish and Portuguese Studies should complete the sequence of SPAN 215 and 245. Taught in English.
Attributes: Humanities, Lat Am, Latinx, Carib St Elect, Taught in English

245 Introduction to Hispanic Literatures and Cultures
This course provides a survey of Hispanic literature and culture through the study of texts from a range of authors, periods, and regions of the Spanish-speaking world. As a continuation of SPAN 215, it advances students' skills in reading, writing, and critical analysis in Spanish while building on key concepts and vocabulary for literary and cultural interpretation.
Prerequisite: 215. NOTE: Completion of both 215 and 245 fulfills the WID requirement. Students who have completed 298 or above may not take this course.
Attributes: Lat Am, Latinx, Carib St Elect, SPAN/PORT Intro Cult/Ling/Lit, SPAN/PORT St Abd Lang/Cult/Top

280 Topics in Hispanic and Luso-Brazilian Studies
This course continues to expose students to major themes, authors, and/or directors while developing reading comprehension, writing skills in Spanish, and foundational interpretive strategies. Course topics will consist of a focused theme chosen by the professor. Examples may include: Approaches to Second Language Acquisition;

Bilingualism and Language Contact in the Spanish-Speaking; World; Changing Voices: Latin American Poetry Through the Ages; Cuentos cuír/queer latinoamericanos; Exploring Early Modern Spanish Worlds; Hispanic Women Writers; Identity, Social Conflict, and Change in Contemporary Spain; Latin American Cinema: A Historical Overview; Roots and Routes: A History of Migration Narratives; Spanish through Film: Culture, Conflict, and Change; The Art of the Short Story in the Southern Cone; Traditions and Transformations: Spanish Theater; Writing to Read: Foundations of Narrative and Creative Nonfiction.
Prerequisite: 245. Students who have completed 380 or above may not take this course.
Attributes: Humanities, SPAN/PORT Language & Culture

325 Panoramas II
Study of significant, cultural, literary, and historical topics concerning the Spanish and/or Portuguese speaking world. Specific class topic to be decided by professor.
Prerequisite: 245 or permission of instructor.
Attributes: Arts, Humanities, Taught in English

380 Advanced Topics
Study of significant, cultural, literary, and historical topics concerning the Spanish and/or Portuguese speaking world. Specific class topic to be decided by professor. This course is taught solely in Spanish.
Prerequisite: 245 or permission of the instructor.

401 Senior Research Seminar
Students will work on a semi-independent basis along with the professor on a focused research project. Students will choose a research project that investigates a particular aspect of Hispanic or Luso-Brazilian studies. Students will be required to submit regularly scheduled progress reports and will participate in discussions on research strategies, the writing process, and peer review of their writing. Students will be required to present their research at various stages. The culmination of this course will be a research paper that may serve as a launching pad for the Honor's Thesis in the spring semester.
Offered regularly in the fall. Students may write their papers in Spanish or English, depending on their priorities and interests.
Prerequisite: SPAN 299, two 300-level courses, and permission of the professor based on the professor's advanced approval of the student's topic. This course is cross-listed as LALC 390.
Attributes: SPAN/PORT Advanced Topics

Portuguese

General Information

The College offers an interdisciplinary minor in Portuguese and Brazilian Studies. Students may take significant course work on the language, culture, and literature of the Luso-Brazilian world through regular courses and independent studies.

Students interested in taking Portuguese should consult with the chair of the Department of Spanish & Portuguese Studies.

Opportunities for off-campus study

Students in the PBST minor, and students interested in the Portuguese-speaking world in general, can enhance their learning experience by participating in Dickinson's study abroad program in Brazil. Dickinson's Brazil program offers the best of all worlds, immersion in Brazilian culture and the Portuguese language, direct enrollment at the University of São Paulo and the support they need to navigate Brazil's biggest city and thrive at its most prestigious university. Academic opportunities are enriched with homestays and excursions. Please visit CGSE webpage for more information.

Courses

In addition to the offerings below, Portuguese is offered on a tutorial basis.

200 Portuguese for Speakers of a Romance Language
This course is designed for students who have previously studied another Romance language and would like develop speaking, reading, writing and listening skills in Portuguese. The course assumes no previous knowledge of Portuguese, and will rely on the comparative grammar and cognate vocabulary of Spanish and other Romance languages to develop language skills over the course of the semester. In addition, the class will explore aspects of Portuguese-speaking cultures in Europe, Latin America and Africa.
Prerequisites: four semesters of a Romance language (or the equivalent), or permission of instructor.
Attributes: SPAN/PORT Language & Culture

202 Intermediate Portuguese II
The primary goals of this course are to review and study advanced grammatical structures, as well as develop writing skills. The course will aim to further develop students' formal knowledge of Portuguese by studying challenging grammatical structures and producing formal and informal texts, such as letters, reports, narrations, summaries, etc. In order to familiarize students further with the cultures of Portuguese speaking countries, the course will use diverse target-language materials, such as short stories, films, newspaper clips, blog entries, YouTube videos, songs, etc. This course is intended

as the gateway to the Portuguese and Brazilian Studies minor.
This course will be offered as determined by student needs and on a tutorial (one-on-one) basis based on faculty availability. Prerequisite: 200 or 201
Attributes: Portuguese & Brazilian Studies, SPAN/PORT Language & Culture

231 Portuguese Conversation and Composition
Advanced practice in oral and written Portuguese. In-class work focuses primarily on oral practice through presentations and class-wide discussions of these presentations, of current events, readings and films, as well as small group practice emphasizing everyday situations. Out-of-class work focuses on writing and revision of compositions with emphasis on both grammar and style.
This course will be offered as determined by student needs and on a tutorial (one-on-one) basis based on faculty availability. Prerequisite: 200 or permission of the instructor.
Attributes: Portuguese & Brazilian Studies, SPAN/PORT Acad & Prof Contexts

240 Brazil in a Latin American Context
This course approaches Brazilian cultures and society from an interdisciplinary perspective, with emphasis on social, economic, and environmental justice. The course will examine the diversity of Brazilian society in the context of Latin American cultural, historical, social, philosophical, political, and economic developments, with a special focus on São Paulo. Students will analyze a variety of written and visual texts (from literature, art, popular culture, sociopolitical groups, and the media), scholarly works (articles/book chapters), as well as music and multimedia (documentaries/films/television/new media). Classroom activities will be enhanced with visits to selected areas of metropolitan São Paulo of cultural and historical significance. This course also functions as an introduction to the Brazilian university system and supports the writing and research skills required for study at the University of São Paulo.
Prerequisite: PORT 200 or 201. This course is cross-listed as LALC 205.
Attributes: Global Diversity, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT St Abd Lang/Cult/Top

242 Brazilian Cultural and Social Issues
In this class students learn about a variety of aspects of Brazilian culture and social issues. While highly discussed topics in Brazil and about Brazil, such as carnival, *malandragem,* and *jeitinho* are examined, throughout the semester students explore three different types of encounters: Native encounters, African and Afro-Brazilian encounters, and gender encounters. Students analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class examines 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 work with a variety of texts from different disciplines - literature, anthropology, sociology, history, and film - and follow an intersectional methodology.
This course is cross-listed as LALC 242. Offered every year.
Attributes: Global Diversity, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT Intro Cult/Ling/Lit, Taught in English

290 Brazilian Cinema
This class focuses on important examples of Brazilian cinema, as well as on critical episodes, manifestos, and challenges faced by Brazilian directors, screenwriters, and actors. The class will also analyze diverse periods and genres, such as chanchadas, Cinema Novo, and retomada. Particular attention will be paid to the representation of native Brazilians, Afro-Brazilians, women, and marginalized places (Backlands, favelas, etc.), and how their representation has had social and economic repercussions in Brazil. *Taught in English. Available as a FLIC option in Portuguese.*
This course is cross-listed as LALC 290. Offered every two years.
Attributes: Humanities, Lat Am, Latinx, Carib St Elect, SPAN/PORT Intro Cult/Ling/Lit, Taught in English

304 Afro-Brazilian Literature
This class analyzes the literary production of Afro-Brazilians writers, as well as the representation of Afro-Brazilian characters in literary texts. It reviews different literary periods and the images those periods created and/or challenged and how they have affected and continue to affect the lives of Afro-Brazilians. Also, by paying particular attention to gender and social issues in different regional contexts, the class considers how Brazilian authors of African descent critically approach national discourses, such as racial democracy and Brazilianness. *Taught in English. Available as a FLIC option in Portuguese.*
This course is cross-listed as AFST 304 and LALC 304. Offered every two years.
Attributes: AFST - Diaspora Course, Humanities, Lat Am, Latinx, Carib St Elect, Portuguese & Brazilian Studies, SPAN/PORT Advanced Topics, Taught in English, Writing in the Discipline

320 Popular Musics of the Portuguese Black Atlantic
Samba, semba, fado, morna, tropicália, bossa nova, kudero: these are all popular music/dance forms from Portuguese speaking cultures. This interdisciplinary course explores popular music from 20th-21st century Brazil, Cape Verde, Angola, and Portugal as lenses into histories of Portuguese colonialism and African diaspora. We will listen to sound recordings, watch documentary films about performance, and read and discuss

widely. We will ask questions about relationships between musical expression and the enduring legacies of colonialism. We will study music making in relation to power and resistance. We will explore issues of cultural appropriation, musical exoticism and hybridity in the marketing of local musics for international "world music" consumers.
This course is cross-listed as AFST 220, LALC 212, and MUAC 212.
Attributes: Global Diversity, Taught in English

380 Topics in Luso-Brazilian and Hispanic Studies
Study of significant cultural, literary, and historical topics concerning the Portuguese and, when appropriate, the Spanish speaking world. A sampling of topics includes the Medieval Song, Gender Transgression in Brazilian literature, Malandragem and Bandits in Brazil, Gender and Race in the literatures of the luso-phone world, Writing after the 1964 Brazilian Coup d'etat, Performing Gender in Latin America.
Prerequisite: 242 or permission of the instructor.
Attributes: SPAN/PORT Advanced Topics

Sustainability

Courses

200 Topics in Sustainability
A selected sustainability topic will be explored at an introductory level through disciplinary, multidisciplinary or interdisciplinary approaches. The topic and approach will vary dependent upon the interests of the instructor and needs and interests of students. Examples of topics include food systems, sustainable agriculture, renewable energy, energy systems, water resources, social justice and sustainability, ethics and sustainability, representations of sustainability/unsustainability, environmental education, community development, community resilience, sustainability solutions, sustainable development, climate change and sustainability science.
Prerequisite: Dependent upon topic.

301 Practicum in Sustainability
Students will gain practical skills for creating a sustainable society by using the Dickinson College campus or other selected organization or community as a living laboratory in which to study and develop solutions to real and pressing problems of sustainable planning and management. Concepts of sustainable systems and sustainable planning and management will be explored and reinforced through application in a significant group or individual project that requires students to identify a problem; analyze potential solutions that would advance sustainability goals that encompass environmental stewardship, social

justice and economic vitality; develop recommendations; and communicate recommendations to relevant constituencies with the aim of seeing their recommendations implemented. Examples of problem areas on which the course may focus include reducing campus greenhouse gas emissions; performing a campus sustainability audit; and developing plans to address transportation, nutrition, public health, economic development and biodiversity conservation needs in the local community and region.
Prerequisite dependent upon topic.
Attributes: Sustainability Investigations

490 Baird Honors Practicum
Students accepted for the Baird Sustainability Fellows program and enrolled in the Baird Honors Practicum will gain practical skills for creating a sustainable and equitable society by working as part of a collaborative, interdisciplinary team to analyze a selected societal challenge and create a viable solution that is socially, economically and environmentally sustainable. The course will engage students in better understanding interdependence and intersections of issues such as social justice, racism, environmental quality, ecological resilience, biodiversity conservation, climate change, resource use, economic development, and human wellbeing. Applying a sustainability lens, students will also reflect on, interpret and present their evolving worldviews, college experiences and competencies in preparation for pursuing academic, career and other opportunities after Dickinson.
Prerequisites: Students must apply and be accepted to the Baird Sustainability Fellows Program. Rising seniors and rising juniors from all majors are eligible to apply.
Attributes: ENST Env Stud Spec (ESSP)

Theatre & Dance

Learning Outcomes

Upon graduation from Dickinson, Theatre Arts majors – Acting & Directing option will be able to:

- practice collaborative skills in various theatrical contexts to work as a member of an ensemble;
- analyze dramaturgy, history and context and apply to creation of performance;
- apply physical and vocal technique to creation of performance;
- describe approaches, both creative and historical, classical and contemporary, to theater production.

Upon graduation from Dickinson, Theatre Arts majors – Design & Technology option will be able to:

- analyze and interpret text, movement, and devised work which form the foundation of live performance;
- apply the principles and techniques of technical theatre and design to actualized performative work;
- collaborate with others on the necessary aesthetic elements for production, working through the process from conception through execution as a collectively created production comes to life;
- attain basic skills necessary for work in technical theatre including but not necessarily limited to wood and steel construction, lighting technology, soft goods manipulation and construction, painting and dyeing, craftwork, sound engineering, and media making.

Upon graduation from Dickinson, Dance majors will be able to:

- define, repeat, translate and embody with anatomical knowledge the physical practices of various dance forms;
- identify the diverse functions that dance performs in culture and articulate how social, political and cultural factors shape the field of dance;
- analyze the distinguishing characteristics of various dance forms;
- apply tools of dance composition, skills of collaboration, and productive modes of critical feedback and current professional standards to create dance production and performance.

Upon graduation from Dickinson, Dance & Music majors will be able to:

- develop and articulate coherent interdisciplinary interpretations of the outcomes of musical and dance thought and activity (compositions, cultural discourse, performances, texts) through the lenses of performance and/or theoretical, cultural, and historical analysis;
- identify, critically assess, and apply relevant scholarly methodologies to cogently analyze the intersection of dance and music;
- deploy elements of music and/or movement to create successful, original music and/or dance compositions.

Major

Theatre Arts Major
11 credits

CORE (8 credits)
101, 201, 203, 205, and 319
Two from 121-221 Movement Studio (.5 credit each)
One from each of the following:

1. 131-133 (.5 credit)
2. 231-236
3. 190 or 220 (.5 credit)

PRE-APPROVED CLUSTERS
For Acting and Directing Emphasis (Choose 3):
THDA 300: Acting II: Movement/Voice Technique and Devised Theater
THDA 303: Acting II: Advanced Technique and Classical Drama
THDA 305: Advanced Directing
THDA 495: Senior Project (full credit,, fall and spring)

For Design and Technology Emphasis
One additional course from each of the following:

1. 131-133 (.5 credits)
2. 231-236
3. 190 (.5 credit)

One additional full credit from:

- 131-133 and 190 (.5 credit each)
- 231-236
- 495 (.5 credit each), 500, 550, 560
- ARTH 101, 102, 122, 123

Dance Major (11 credits)
102, 204, 215, 300, and 316

131-133 (.5 credit)
190 or 220 (.5 credit)
One of the following: 231-236
Four semesters of dance technique, at least two from 121-322 Movement Studio/Lab (.5 credit each)
Two 220 courses (.5 credit each)
One of the following: 203, 214, 304, or 495 (full credit, fall and spring)

The best way to become involved in theatre or dance at Dickinson is to participate in the Mermaid Players or Dance Theatre Group.

NOTES: All students intending to propose a senior project (THDA 495) as part of their theatre major should be aware of the pre-requisite of two 0.5 course credits in Production and Performance. Students will not be given permission to complete a senior project in theatre without these two units of Production and performance credit.

Students may propose individualized clusters; however, these must be submitted for approval by the department of theatre and dance by the end of the student's 5th semester in residence. If a student does not propose a cluster by this point, they MUST complete one of the pre-approved clusters as listed.

For students interested in the Dickinson College Ballet Certificate Program with Central Pennsylvania Youth Ballet (CPYB), please see the curriculum requirements on the certificate webpage.

Minor

Theatre Arts: Two from 131-133 (.5 credit each) or one from 231-236; 201; 203; 205; 300 or one course in Movement Studio; and 319

Dance: 102; two from 131-133 (.5 credit each) or one from 231-236; 204; 316; one course in dance technique; and 220 or 304

Suggested curricular flow through the major

Theatre – Acting/directing and Design Tech

First Year
Theatre as Social Exploration (THDA 101) Acting I (THDA 203)

Movement Studio (THDA 121-221)

For Design/Tech emphasis: At least 2 technology credits (.5 credit each), THDA 131, 132, or 133

Sophomore Year
Design course (THDA 231, 232, 233, 234, 235, 236) Directing (THDA 205)

Possibly Theater History Seminar (THDA 201) if not offered in senior year For Design/Tech- (THDA 231-236)

Junior Year
If not going abroad: Advanced Directing (THDA 305) or Advanced Acting (THDA 300 - 303), Design (THDA 231-236)

For Design/Tech: (THDA 131-133)

Senior Year
Advanced Directing (THDA 305)

Topics in Design (THDA 231-236)

Theater History (THDA 201)

Advanced Acting (THDA 300 - 303) Senior Project (THDA 495)

For Design Tech: independent study or ARTH classes or additional design courses

THDA 495: Senior Project (.5 course each semester, fall and spring)

THDA 222: Movement Studio or another dance class (International Dance, Jazz or Ballet)

Dance

Dance First Year
THDA 102: Introduction to Global Dance Studies

THDA 121 Movement Studio

THDA 131, 132, 133 Costume Construction, Scenic Construction (.5 credit each, take 2)

Change THDA 220 Dance Repertory to THDA 220 Dance Production and Performance (can be taken every semester, take at least two semesters for majors)

Dance Sophomore Year
THDA 204: Fundamentals of Choreography

THDA 215: The Thinking Body: Human Anatomy and Movement (taught alternate years)

THDA 221: Movement Studio I

THDA 125 International Dance

Dance Junior Year

THDA 230: Design Principles and Practices for the Stage (taught only in Spring semester)NOTE: If not going abroad: THDA 304: Applied Choreograph or

THDA 300: Acting II - Movement/Voice Technique and Devised Theatre

THDA 316: Dance History Seminar

THDA 321: *Movement Lab III or another dance class (International Dance 125, West African or Jazz or Ballet)

*THDA 321/322 Movement Lab

Dance Senior Year

THDA 495: Senior Project (.5 course each semester, fall and spring)

Senior Portfolio Review. A preliminary review takes place in the fall, and the final review at the end of the second semester senior year.

Dance emphasis students are expected to take technique classes every semester and all majors should be active in the co-curriculum THDA 220 Dance Production and Performance

Honors

Major GPA of 3.5.

The Honors projects may consist of:

1. A research based thesis in literature, aesthetics, dramaturgical analyses or history of any of the theatre arts; or
2. A creative project in acting, dance, design, direction, or choreography. Performance projects should be supplemented by production materials as requested by the department as well by a research paper relating the project to its specific theatrical context.

All honors students will take an oral examination at the end of their final semester in the general field of the honors project/paper.

Opportunities for off-campus study

Majors are strongly encouraged to study abroad, but study abroad is not a requirement. Students should consult with the chair of the department and the executive director of the Center for Global Study and Engagement.

Co-curricular activities/programs

Dance Theatre Group and **the Mermaid Players** are Dickinson's co-curricular student theatre and dance organizations. Together with the department, they produce high quality, well-attended productions and concerts which are supervised by faculty and professional artists. They are open to all students regardless of class year or major field. The department also produces smaller-scale productions which are often supervised by experienced and committed students; these include the "Senior Projects," "Lab Shows" and "First Year Plays" theatre programs and "Fresh Works" and "Salon" dance program. Auditions open to all students (with the exception of First Year Plays, open only to first-year students) are held before each production. All students are encouraged to participate backstage by volunteering and contacting the production manager of the department. No experience is necessary, and patient instruction, often from experienced students, is always available. Opportunities for off-campus study

Majors are strongly encouraged to study abroad, but study abroad is not a requirement. Students should consult with the chair of the department and the executive director of the Center for Global Study and Engagement.

Courses

The following course is offered in summer semester in England program:

110 Theatre in England
A topics course in the history and performance of drama which uses performances in and expertise of the theatrical world in London as resources for its study. Taught only in the Summer Semester in England program. This course fulfills the Arts (Division I C) distribution requirement.
Attributes: Arts

Theatre Arts Courses

101 Theatre as Social Exploration
Theatre has always been, and continues to be, an artistic form in which society sees itself portrayed. Theatre artists reflect and are influenced by the way they see current social situations, but they also construct and present social criticism that points to a different or desired social future. This course will explore how theatre artists have contributed to movements advocating equality for individuals regardless of their race, religion, ethnicity, gender or sexual orientation. A comparison will also be drawn by exploring how theatre artists' advocacy and perspective on such issues can be seen throughout theatrical history (in plays such as Shakespeare's Othello, Euripides' The Trojan Women, or Ibsen's A Doll's House, for instance.) By examining the rich tradition of dramatic performances—and especially through looking at performances on contemporary stages and in related

dramatic forms--an appreciation for the role of the artist as an agent for social equality and change will be pursued through the course.
Attributes: Arts, US Diversity

102 Introduction to Global Dance Studies
This is an introductory course that explores dance forms from six different regions: Africa, India, North America, Europe, South America and Asia. Focus will be on how dance functions within various social structures and how these functions operate to re-inscribe, contest or legitimate race, class, and gender identity formations. Issues such as authenticity, hybridity, cultural tourism and globalization will be examined. Through an interactive classroom, guest artists and studio work, we will gain a deeper kinesthetic understanding of how dance can operate as a powerful cultural tool, glue or agent for social change.
Offered every two years.
Attributes: Arts, Global Diversity, Sustainability Connections

111 Classical Ballet Beginning Level
Classes taught under the direction of the CPYB faculty. Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Studio/classroom location is TBA.
This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class. Credit/no credit

112 Classical Ballet Beginning Level
Classes taught under the direction of the CPYB faculty. Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Studio/classroom location is TBA.
This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class. Credit/no credit

121 Movement Studio
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness, connection and expression. Materials will be selected from a variety of contemporary

dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when combined with a .5 class of a different dance genre. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

122 Movement Studio
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness, connection and expression. Materials will be selected from a variety of contemporary dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. Two .5 academic credits of dance one in Movement Studio and one in the genre of their choosing will satisfy the requirement. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

123 Jazz Dance I
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

124 Jazz Dance I
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no

previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

125 International Dance
This course will introduce the movement vocabulary and performance techniques of dance form(s) from different cultures. In this studio-based course, students will develop their skills as performers of specific styles/forms of dance from around the world. The historical and cultural significance of the dance form(s) will also be addressed. Each course may be repeated for credit with permission of the instructor.
Carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

131 Scenic Construction and Painting Techniques
This is a studio course which will meet flexibly for three hours each week. Students will learn foundational skills and techniques associated with creating the sets for shows and film by learning to understand and by using the basic tools, concepts and techniques associated with carpentry and painting. Students will learn through hands-on exercises. This is a practical, experiential course; throughout the semester the students involved will create the physical environments for our shows and films being produced at the college. Special attention is paid to the sourcing of materials, and what stream these materials end up in, once our “use” for it has expired.
Carries .5 academic credit. Two .5 academic credits of THDA 131-133 can be used to satisfy the Arts distribution requirement.

132 Costume and Soft-Goods Construction
A hands-on course in the machine and hand stitching skills required for building costumes and other fabric items for stage, this is a project based course. Students will work on individual projects to build the skills needed to work on projects for stage in the department’s production program.
Carries .5 academic credit. Two .5 academic credits of THDA 131-133 can be used to satisfy the Arts distribution requirement.

133 Craft Construction for Stage
This course will teach the basic skills to create masks, puppets, props, and other

performance objects for the stage and is a project-based course. Students will learn basic sculpting as well as molding and casting working with a variety of materials. These skills will be applied to projects that will be used in departmental productions.
Carries .5 academic credit. Two .5 academic credits of THDA 131-133 can be used to satisfy the Arts distribution requirement.

190 Production and Performance
A laboratory experience in the creation and performance of theatre production. Under the guidance of faculty, students will explore the interpretive processes by which theatre productions are rehearsed, built and presented.
Carries .5 academic credit. Credit/no credit. Prerequisite: Permission of instructor based on an open audition process for performance or application process for production. Two .5 academic credits of this course can be used to satisfy the Arts distribution requirement.

201 Theatre History
The impulse to perform (and to be an audience) can be traced back to the very roots of human society. This course will explore the origins and evolution of theatre as a formal art within the context of western cultures. Beginning with the Theatre of Greece in the 5th Century BCE and proceeding up to the 20th Century, the broad relationship of art and culture will be illustrated through examination of both written plays and historical artifacts regarding play production in classical, medieval, early modern and modern eras. Students will learn through traditional classroom lectures and readings, and also through more performance-oriented exercises and explorations.
Attributes: Arts

203 Acting I
An introduction to the principles and theories of acting combined with practical exercises and scene performance. This course fulfills the Arts distribution requirement.
Attributes: Arts

204 Fundamentals of Choreography and Dance Composition
A studio-based course designed to introduce the student to various tools to generate and create original dance compositions. Basic elements such as time, space, energy, dynamics, movement generation, and quality are explored in addition to multiple structuring devices. Using an interdisciplinary lens, this course offers a different approach to art making from related fields such as visual art, literature, and media in order to treat dance composition as a relevant response to the contemporary moment.
Prerequisite: 102, or permission of the instructor. One studio course in dance is recommended.
Attributes: Arts

205 Directing
A study of the major techniques employed by stage directors. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises including the direction of scenes.
Prerequisite: 203.

211 Classical Ballet Intermediate Level
Studio classes in classical ballet taught at the intermediate/advance level by teachers from the Central Pennsylvania Youth Ballet (CPYB) at the Dickinson Dance studio (The Site). The class is geared towards students who have had at least ten years of consecutive ballet training. Taught by CPYB instructors, students have the opportunity to maintain and hone their ballet technique. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson Dance Studio 25-27 High Street "The Site".
This course satisfies the Arts distribution credit when taken with a .5 Movement Studio class. Credit/no credit

212 Classical Ballet Intermediate Level
Studio classes in classical ballet taught at the intermediate/advance level by teachers from the Central Pennsylvania Youth Ballet (CPYB) at the Dickinson Dance studio (The Site). The class is geared towards students who have had at least ten years of consecutive ballet training. Taught by CPYB instructors, students have the opportunity to maintain and hone their ballet technique. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson Dance Studio 25-27 High Street "The Site".
This course satisfies the Arts distribution credit when taken with a .5 Movement Studio class. Credit/no credit

214 Special Topics in Dance
This course examines and applies theoretical and/or scientific study to the dancing body through experiential investigation, reading and lecture.
Prerequisite: Dependent upon topic.
Attributes: Arts

215 The Thinking Body: Human Movement and Anatomy
This course employs an experiential approach to the science and expressive potential of human movement. It is meant to give students a foundation in anatomy and kinesiology basics. Simultaneously, significant time will be spent in explorations designed to deepen body-mind connections. We will focus on the act of embodiment - how does factual knowledge of the body help us move more efficiently and utilize healthy biomechanics?

Through course readings, movement exercises, guest lectures, writing, partnered activities and self-directed independent studio time, we will connect how broad analytical frameworks of the human body apply to the personal and individual experience of movement.
Attributes: Health Studies Elective, NRSC Non-Div 3 Elective

220 Dance Production and Performance
A laboratory experience in the creation and performance of dance for the concert stage. Under the guidance of faculty or guest professional choreographers, students will explore the interpretive processes by which dances are created.
Carries .5 academic credit. Credit/no credit. Prerequisite: Permission of instructor based on an open audition process for performance or application process for production. Two .5 academic credits of this course can be used to satisfy the Arts distribution requirement.

221 Movement Studio II
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness, connection and expression. Materials will be selected from a variety of contemporary dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. Two .5 academic credits of dance one in Movement Studio and one in the genre of their choosing will satisfy the requirement. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

222 Movement Studio II
Movement Studio courses are offered at two levels: I. the foundational level assumes no previous dance experience; II. the intermediate level is open to students who demonstrate basic accomplishment in dance technique. All courses explore the principles of modern and contemporary dance techniques, emphasizing physical and embodied awareness, connection and expression. Materials will be selected from a variety of contemporary dance and movement training practices such as Pilates, Yoga, Somatics, Ballet, Hip Hop, and Jazz to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. Each course is designed to

develop students' movement skills in an active and supportive environment that promotes creative investigation and fosters a deeper understanding of dance as an art form and social practice. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when combined with a .5 class of a different dance genre. Prerequisite: None for THDA 121/122; for THDA 221/222 permission of instructor

223 Jazz Dance II
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

224 Jazz Dance II
Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.
Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when taken with a .5 Movement Studio class.

231 Scenic Design
An introduction to the processes, tools, and collaborative nature of scenic design for theatrical productions. Students will learn basic conventions of scenic/set design such as drafting, 3-d modeling, scale and ground plan design. Through analysis of directors' scripts, concepts and story boards, alongside visual research, students will prepare original models and renderings for assigned projects.
Attributes: Arts

232 Media Making - Creating with Cameras, TV's, Computers and Projectors
Students will learn the foundational skills associated with cameras, broadcast, film editing, and playback through TV's, computers and projectors. This course serves as an

introduction to the concepts and techniques involved in various forms of filmed production work. In this hands-on course, the student will study contemporary context, past and present practitioners, procedures, tools, and theories surrounding mediated work while making various creations of their own. Through studio exercises, experiments, readings, and presentations, the student will be given the opportunity to develop both a broader understanding of the conceptual and theoretical work that mediated culture has on our society, but also allow the student to engage with an artistic practice of their own.
Attributes: Arts, Film & Media Studies Elective

233 Sustainable Light Design
This class explores the artistry of light within a live performance context as well as the use of light design in film. Students will gain an introductory understanding of the basic tools and equipment used in film and on stage to create lighting designs, while studying both technique and theory associated with the art forms through the lens of the United Nations Sustainable Development Goals. This class is divided into theoretical exploration and hands-on studio work which stresses the conceptual and artistic elements of these abstract design forms while giving the student the basic technical skills required to create work with light while keeping an eye toward the environmental consequences, impacts, and benefits that light may have. Studio projects will fluctuate between conceptual work to gain a broader understanding and foundation of tools and techniques, to realized, large scale designs on the mainstage and for the camera.
Attributes: Arts

234 Object Lessons: Design and Creation of Performance Objects for Stage and Screen
Masks and puppets have had ritual and performative meaning in human tradition since before the written word was able to record their significance. This course is both a historical and cultural look at the creation and use of masks and puppets in a variety of cultures across the world, introducing students to many traditions of performance objects through both study and through creation and performance. There will be a strong focus on both natural, traditional materials for mask and puppetry as well as repurposed materials for construction. Although not required, previous experience in Craft Construction or co-enrollment in Craft Construction is both welcomed and encouraged.
Attributes: Arts

235 Costume Design as Artistic Practice
This course connects students with the process of costume design from concept to creation to performance. The first half of the semester will be connected with the department's production program where students will assist the resident designer and

observe the process of manifesting design ideas on stage while studying design skills in a studio setting. The second half of the semester will focus on students designing for other students in semester showcase productions and/or Freshworks.
Prerequisite: 132 or permission of the instructor.
Attributes: Arts

236 Magic Garments: The History of Costume Design for Performing Arts and Media
This course will give students an overview of the history of costume design for live and mediated performance with a focus on how clothing impacts visual production and storytelling. There will be an examination of how different cultures and communities approach clothing as connected to performance as well as a deep look at the cultural significance of the use of clothing to denote character, status, and purpose.
Attributes: Arts

300 Acting II: Movement/Voice Technique and Devised Theatre
This course will explore the creative process through movement and language. The student will work individually and in groups to create performance pieces based upon principles of text and movement. The class aims to develop the expressive power of the voice and body while fostering interdisciplinary thinking and artistic experimentation and an appreciation for the historic intersection of dance and theater.
Prerequisite: 203 and/or 200-level movement.

302 Special Topics in Theatre and Dance
An examination of selected aspects of theatrical experiment, theory, and practice. Topics chosen at the discretion of the instructor and in consultation with students, e.g., advanced study in various aspects of production, design, performance, and staging as well as special topics in dramatic literature, history, and theory.
Prerequisite: Dependent upon topic.
Attributes: Arts

303 Acting II: Advanced Technique and Classical Drama
An in-depth examination of the process of acting. Technical, interpretive, and psychological aspects are explored through reading, exercises, and scene performances. Major theories of acting are presented and discussed in the context of developing a workable, individualized approach to acting.
Prerequisite: 203.

304 Applied Choreography
This course will focus on the principles of choreography as they may be applied to the

development of original dance works for inclusion in the fully produced, mainstage Dance Theatre Group Spring Concert. Through weekly workshop/discussion sessions, readings, and rehearsals, selected elements of dance composition as well as issues of aesthetic perception and articulation are explored. The processes involved in generating movement material, running constructive and creative rehearsals, and working with lighting and costume designers, are our primary concerns. The course work will include an audition, showings, production of the dances, and the final performance.
Prerequisites: 204, 220. 1 credit.

305 Advanced Directing
An inquiry into the process of translating a play from the printed text to the live stage. Detailed analytical techniques and major directorial theories are examined through readings, class discussion, and written assignments. Each student directs a one-act production under advisement of the instructor.
Prerequisite: 205 and 230.

311 Classical Ballet Advanced Level
Classes taught under the direction of the CPYB faculty. Entry into THDA 311/312 is by audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. All classes are taught at the CPYB Warehouse three days a week, Monday, Wednesday, Thursday 3:00-4:30. Each course may be repeated for credit with permission of the instructor.
This satisfies the Arts distribution credit when taken for a full credit, or for.5 credit with a .5 Movement Studio class. Credit/No Credit.

312 Classical Ballet Advanced Level
Classes taught under the direction of the CPYB faculty. Entry into THDA 311/312 is by audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. All classes are taught at the CPYB Warehouse three days a week, Monday, Wednesday, Thursday 3:00-4:30. Each course may be repeated for credit with permission of the instructor.
This satisfies the Arts distribution credit when taken for a full credit, or for.5 credit with a .5 Movement Studio class. Credit/No Credit.

314 Topics in Dance
Advanced study in dance history or dance ethnology.
Prerequisite: 102 and 104.

316 Dance History Seminar: Modernism and the Body
This course will focus on contemporary dance history using theoretical frameworks that interrogate how race, class and gender resist, assimilate, and converge to create the construction of American modern concert dance. We will explore how the politics of the dancing female body on the concert stage produced a radicalized agenda for contemporary dance. We will address key themes and questions throughout the semester, questions such as: What makes a body "modern?" How does the feminist agenda on the concert stage aid in the construction of a "modern" body? What was the role of appropriating from exotic cultures in the making of contemporary concert dance? What is the role of technology in the creation of modern dance? What are the effects of war and politics on the dancing body? Orientalism, the Africanist presence in Western concert dance, and the restaging of Native American dances by American choreographers will be addressed as part of the overall construction of American modern dance. Through response papers, in-class presentations, and an in-depth research paper, students will engage with significant issues contributing to the development of modern concert dance.
Prerequisite: 102. This course is cross-listed as WGSS 315.
Attributes: Sustainability Connections, US Diversity, WGSS Hist/Theories/Represent, Writing in the Discipline

319 Dramaturgy
What is a dramaturg? This course will answer that question through theoretical and applied investigations of dramatic texts in historical, literary, and performative contexts. Always keeping in sight the idea of theater as a collaborative production-focused art, students will practice research, text analysis, genres of writing for/about the theater and dramaturgical roles on various kinds and aspects of production. A dramaturgical casebook for a proposed play or department production will be the culminating assignment.
Prerequisite: 101 or 201 or permission of instructor.
Attributes: Writing in the Discipline

321 Movement Lab
Movement Lab is an advanced level dance technique course open to students who demonstrate substantial technical skill. Movement Lab is designed to further the student's knowledge of contemporary practices in dance, to enhance efficient use of weight and momentum, to release held patterns in the body's mechanics, and to strengthen dynamic range in performance. Movement combinations drawn from a variety of dance techniques

and somatic modalities will address coordination, alignment, spatial awareness and musicality. Throughout the semester students develop a personal project aimed at addressing their individual goals for dance training as well as further developing their skills as self-directed artists and scholars. Each course may be repeated for credit with permission of the instructor.
Prerequisite: Permission on the instructor. Each carries .5 academic credit. Two .5 academic credits of dance one in Movement Studio and one in the genre of their choosing will satisfy the requirement.

322 Movement Lab
Movement Lab is an advanced level dance technique course open to students who demonstrate substantial technical skill. Movement Lab is designed to further the student's knowledge of contemporary practices in dance, to enhance efficient use of weight and momentum, to release held patterns in the body's mechanics, and to strengthen dynamic range in performance. Movement combinations drawn from a variety of dance techniques and somatic modalities will address coordination, alignment, spatial awareness and musicality. Throughout the semester students develop a personal project aimed at addressing their individual goals for dance training as well as further developing their skills as self-directed artists and scholars. Each course may be repeated for credit with permission of the instructor.
Prerequisite: Permission on the instructor. Each carries .5 academic credit. This .5 class counts towards the Arts Requirement when combined with a .5 class of a different dance genre.

411 Classical Ballet Certificate/Pre-professional Program Audition Only
Classes taught under the direction of the CPYB faculty. Entry into THDA 411/412 is by audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Students admitted to the Certificate program are accepted into the CPYB school as full time students. As full time students, they are expected to follow and commit to the daily requirements of their instructors. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.
Classes count for those students enrolled in the CPYB Certificate program. Credit/No Credit
Attributes: Arts

412 Classical Ballet Certificate/Pre-professional Program Audition Only
Classes taught under the direction of the CPYB faculty. Entry into THDA 411/412 is by

audition only. (CPYB Certificate) Instruction is based on the nationally recognized ballet syllabus originally developed by Marcia Dale Weary, founder and artistic director of the Central Pennsylvania Youth Ballet. Students admitted to the Certificate program are accepted into the CPYB school as full time students. As full time students, they are expected to follow and commit to the daily requirements of their instructors. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.
Classes count for those students enrolled in the CPYB Certificate program. Credit/No Credit
Attributes: Arts

495 Senior Project
A culminating experience for students completing the Theatre major with emphasis in Dramatic Literature, Acting/Directing, or Dance. The specific nature of projects will be determined on an individual basis, but all senior projects will consist of at least two of the following: a) scholarship, b) technical/production work, and c) performance. Students will register for .5 course credit in the fall semester, during which planning and research will be conducted, and .5 in the spring, during which presentation of the project will occur.
Prerequisite: four .25 course credits in THDA 190.

Women's, Gender and Sexuality Studies

Learning Outcomes

Upon graduation from Dickinson, Women's, Gender, & Sexuality Studies majors will be able to:

- analyze how evolving gender and sexuality norms intersect with shifting racial, ethnic, classed, and geopolitical systems of power and marginalization;
- articulate how queer activism and feminisms operate as vibrant, multifaceted social movements, analytical frames, and political identities that challenge contemporary intersectional systems of injustice;
- write reflectively and critically on how WGSS topics tie to students' practical engagements with their own lives, the campus, the community, and the larger world;
- write clearly and persuasively about topics in the field; conduct intersectional research that applies interdisciplinary methods; and articulate how intersectional, interdisciplinary scholarship illuminates complex social problems.

Major

10 courses

Core Courses
WGSS 100: Introduction to Women's, Gender and Sexuality Studies
WGSS 200: Feminist Practices, Writing and Research
WGSS 300: Feminist Perspectives and Theories
WGSS 400: Senior Seminar

Six Elective Courses
At least one from each of these four thematic categories, with two of the electives at the 300- or 400-level:
Histories, Theories, Representations
Transnational and Global Perspectives
Sexual and Gendered Pluralities (including WGSS 208)
Intersectionalities, Institutions and Power

For elective courses, see the list of courses below as well as regularly-offered cross-listed electives here

Note: Although a single course may have designations for multiple thematics, it can only count as one course toward the major or minor.

Internship notation. *Prerequisite: One WGSS core course, with exceptions approved by the department chair.*
Final reflective essay

Thematic Descriptions:

1) Histories, Theories, Representations
Introduces key histories, theoretical debates, and cultural artifacts that inform past, present and future feminist perspectives. May include: historical analysis of diverse gendered experience and social movements; distinct feminist theoretical traditions; artistic, literary or cultural movements; WGSS field perspectives on relevant phenomena such as media representation, war, memory, consumerism, colonialism, environmentalism, urbanization, online culture, technology, disability, science and incarceration.

2) Transnational and Global Perspectives
Examines how gendered, sexualized and racialized differences shape the way transnational forces create power inequalities that drive the asymmetrical flow of people,

ideals, capital, discourses and institutions across and within borders. May be transnational, comparative or focused on one nonwestern perspective. Among other emphases, may encompass the interface between intersectional gender studies and: indigeneity; development; colonial pasts and postcolonial presents; international human rights; globalized economic structures; critical approaches to neoliberalism, empire and the nation-state.

3) Sexual and Gendered Pluralities
Explores how practices, identities, behaviors, and representations of diverse sexualities, erotic practices and gendered expressions shape and are shaped by political, cultural, social, religious, and economic practices of societies across time and space. Develops diverse understandings of sexual and transgender expression as they are embedded in racial, ethnic, socioeconomic, geographical, historical and political contexts.

4) Intersectionalities, Institutions and Power
Examines how interlocking systems of power shape the shifting significance of bodies, differences, opportunity, and marginalizations. Offerings may emphasize the significance of overlapping ethnic, racial, ability-based, classed, citizenship, sexual and gendered categories, as well as variations within and beyond them. Courses may also focus on how institutions such as the family, religion, nation-state, law, government, politics, and economics structure diverse gendered and sexualized power relationships.

Minor

Please contact the WGSS & SXST Minor Coordinator, Professor Sarah Kersh, with questions.

Women's, Gender & Sexuality Studies (WGSS) Minor Requirements
6 Courses

Core Courses
WGSS 100
WGSS 200 or 300

Four electives, at least two in two of the four thematic categories or an additional cores course (WGSS 208, 200, 300, or 400)

For elective courses, see the list of courses below as well as regularly-offered cross-listed electives here

Internship Notation. *Prerequisite: One WGSS core course, with exceptions approved by*

the department chair.
Final reflective essay

Sexuality Studies (SXST) Minor Requirements
Six courses

Core Courses
WGSS 208: Introduction to Sexuality Studies
WGSS 200 or 300

Four electives
Queer, Lesbian, Gay, Bisexual and Transgender (QLGBT) Perspectives Requirement – 200- or 300-level
Two electives from the Sexual and Gendered Pluralities Thematic
One core course or elective from WGSS or another department with WGSS approval

Internship Notation. *Prerequisite: One WGSS core course, with exceptions approved by the department chair.*
Final reflective essay

QLGBT Perspectives Requirement Description: The *QLGBT Perspectives Requirement* explores how queer, lesbian, gay, bisexual, and trans approaches complicate or rework the area of study at hand. Courses should go beyond Thematic 3 (Sexual and Gendered Pluralities) by explicitly emphasizing queer theory, evolving queer methodologies, or QLGBT perspectives on identity formation, sexualized behaviors, or erotic desires. May include QLGBT perspectives on literature, art, racialized power dynamics, national identity, ability, memoir, social movements, law and policy, history, economics and globalization, among other areas.

Suggested curricular flow through the major

The WGSS Department encourages study abroad. Early planning makes this possible. The internship may be done while abroad.

The guidelines are written for the entering student who knows they want to major in WGSS. Rather than specify the courses that you "must" have in a given semester, the following are general guidelines regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major – this provides maximum flexibility in your junior and senior year.

First and Sophomore Years
WGSS 100
WGSS 200
Two or three electives from among the four thematic categories
Possible Internship (sophomore year or summer)

Junior Year
WGSS 300
One or two electives from among the four thematic categories, including at the 300- or 400-level
Possible internship
Possible study abroad

Senior Year
If still needed, WGSS 300 or 200 (fall semester)
WGSS 400, required for majors, optional for minors (spring semester)
Internship and/or elective(s) as needed (especially 300-levels for major)

Honors

A student pursuing honors must enroll for a one semester, Independent Research (WGSS 550) during the Fall of their senior year to develop a project that will be continued in their Senior Seminar. The year-long project will culminate in a well-researched, original, sophisticated, and clearly written thesis, typically ranging from 50-75 pages.

Students can self-nominate but will be officially selected based on the department faculty's assessment of the student's academic ability, including their performance in the major. Typically, students pursuing honors will have at least a 3.5 GPA in the major. The selection is also based on the department faculty's assessment of the student's potential for successfully completing the project and the strength of the proposal (see below), which must show strong promise for further development toward a thesis. If the project is accepted, the student should identify an honors committee comprised of three faculty members, including the WGSS 550 advisor and Senior Seminar instructor. Two members of the honors committee must be faculty appointed in WGSS; the third member of the honors committee must be either a faculty member in the department or a WGSS contributing faculty member. In addition, faculty or staff with expertise in the area of the student's project may join the committee in an advisory capacity, without vote.

A student interested in pursuing honors should work with their WGSS advisor or another appropriate WGSS faculty member to start developing a 2-page project proposal with an attached bibliography in the late spring or early summer before their senior year. A final

draft that defines the scope, focus and methodology of the preliminary project is due no later than August 15th at the start of the senior year. The 2-page proposal should articulate the project's central research questions and methods, situating them in relationship to central debates, concepts and dilemmas within the WGSS field. This proposal will be read and voted upon by all members of the WGSS department.

The student will be notified by the first day of classes in the Fall semester whether the proposal has been accepted. If so, the student will enroll in WGSS 550 with the primary advisor with the intention of beginning a year-long research project. If the proposal is not accepted for honors, the student may still seek to enroll in WGSS 550 with the intention of a single-semester independent study.

If accepted, the student will work with their supervisor to refine the project's scope and methods, as well as develop a schedule of readings, research and writing to pursue in the Fall. Pertinent writing assignments potentially may include an annotated bibliography and literature review: the exact parameters will be determined on an individual basis. By the Tuesday prior to Thanksgiving break, the student should have completed a 20-25 page draft of a significant portion of their thesis and have revised their 2-page proposal to reflect the intended trajectory of the project in the Spring semester. The proposal should outline the project's central research questions and methods, situating them in relationship to central debates, concepts and dilemmas within the WGSS field (if these have changed since the proposal was written) and the student's writing goals during the Spring Seminar.

Prior to the final week of classes, all departmental faculty will assess the revised proposal and 20-25 page draft to determine if the project is eligible for continuation as a possible honors thesis during the spring Senior Seminar (WGSS 400). The student will be notified by the end of the Fall semester whether the project is approved to continue in pursuit of honors. If the project is not approved, or if the student chooses to discontinue the project after submitting the 20-25-page paper, the student will receive credit and a grade for the independent study. In consultation with their supervisor, the student will revise the paper so that it is a complete, stand-alone research paper. The final paper will be due during finals week.

If the project is approved, the student will continue the research as part of the Senior Seminar. The Senior Seminar requires all students to complete a 25-page capstone research project. Students pursuing an honors thesis will work in tandem with their Fall independent study advisor and the WGSS 400 instructor to adapt this and other course writing requirements and deadlines to their honors-eligible project. Students are expected

to complete all assigned WGSS 400 readings as well as additional relevant projects and smaller papers (except when those smaller papers are related to the individual research projects).

The final honors thesis must be completed by two weeks prior to the last class day in the Spring semester of the senior year, so that the student and honors committee members have time to prepare for an oral defense. The thesis will be read by the three-member committee who will determine whether the student should stand for an oral defense. If the project is not so approved, then the paper will fulfill the capstone project requirement of the senior seminar.

If the project is approved to stand for honors, the student will prepare a short presentation of the paper for the committee, with the format to be determined in conversation with the project's central advisor (usually the Senior Seminar instructor). The presentation will be followed by questions and discussion. At the conclusion of the defense, the committee will vote on honors and notify the student as soon as possible. In rare cases, a vote for honors may require some final, minor revisions to the paper due no later than a week before graduation.

Only the best projects will be granted honors and completing an honors project does not necessarily mean that honors will be conferred. Although students' topics and methods will be diverse, faculty will evaluate each project on: an original question posed by the student; sophisticated analysis of primary source(s); effective research, demonstrating the integration of concepts and sources drawn from WGSS and other relevant fields of study; a polished, well-written paper; and a clear presentation, with proficient and fluent responses to questions during the defense.

If a student is pursuing honors in two majors through an interdisciplinary thesis, the project must be of a significant length and scope to qualify for honors in two departments. The specific criteria must be established and mutually agreed upon by the student and the advisors of both departments in the Fall semester.

Internships

All students must successfully complete an internship for transcript notation approved by the department chair and the internship office. Please see the Internship section of the WGSS website for more information.

Courses

100 Introduction to Women's, Gender and Sexuality Studies
This course offers an introduction to central concepts, questions and debates in gender and sexuality studies from US, Women of Color, queer and transnational perspectives. Throughout the semester we will explore the construction and maintenance of norms governing sex, gender, and sexuality, with an emphasis on how opportunity and inequality operate through categories of race, ethnicity, class, ability and nationality. After an introduction to some of the main concepts guiding scholarship in the field of feminist studies (the centrality of difference; social and political constructions of gender and sex; representation; privilege and power; intersectionality; globalization; transnationalism), we will consider how power inequalities attached to interlocking categories of difference shape key feminist areas of inquiry, including questions of: work, resource allocation, sexuality, queerness, reproduction, marriage, gendered violence, militarization, consumerism, resistance and community sustainability.
Attributes: AMST Struct & Instit Elective, Social Sciences, Sustainability Connections, US Diversity

101 Topics in Women's, Gender and Sexuality Studies
This course will focus on specific topics within women's, gender and sexuality studies in the arts and humanities.

102 Topics in Women's, Gender and Sexuality Studies
This course will focus on specific topics within women's, gender and sexuality studies in the social sciences.
Attributes: Social Sciences

200 Feminist Practices, Writing and Research
Building upon the key concepts and modes of inquire introduced in the WGSS Introductory course, WGSS 200 deepens students' understanding of how feminist perspectives on power, experience, and inequality uniquely shape how scholars approach research questions, writing practices, methods and knowledge production. Approaches may include feminist approaches to memoir, oral histories, grassroots and online activism, blogging, visual culture, ethnography, archival research, space, art, literary analysis, and policy studies.
Prerequisite: 100 or 208, which can be taken concurrently.
Attributes: Writing in the Discipline

201 Topics in Women's, Gender and Sexuality Studies
This course will focus on specific topics within women's, gender and sexuality studies in the humanities, such as feminist philosophy, literature by women, and gender and

sexuality in art.
Attributes: Humanities

202 Topics in Women's, Gender and Sexuality Studies
This course will focus on specific topics within women's, gender and sexuality studies in the social sciences, such as gender and transnationalism, reproductive justice, European feminism, black feminist thought, gender in Africa, Jewish masculinities and gender and politics in social movements.
Attributes: Social Sciences

206 Fat Studies
This course introduces students to an emerging academic field, Fat Studies. By drawing from historical, cultural, and social texts, Fat Studies explores the meaning of fatness within the U.S. and also from comparative global perspectives. Students will examine the development of fat stigma and the ways it intersects with gendered, racial, ethnic and class constructions. Not a biomedical study of the "obesity epidemic," this course instead will interrogate the very vocabulary used to describe our current "crisis." Finally, students will become familiar with the wide range of activists whose work has challenged fat stigma and developed alternative models of health and beauty.
This course is cross-listed as AMST 200.
Attributes: Health Studies Elective, NRSC Non-Div 3 Elective, Social Sciences, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

208 Introductory Topics in Sexuality Studies
This course explores how practices, identities, behaviors, and representations of sexualities shape and are shaped by political, cultural, social, religious, medical and economic practices of societies across time and space. It will put sexuality at the center of analysis, but will develop understandings of sexuality as they are related to sex, gender, race, ethnicity, socioeconomic class, nationality and geographical location. Students will explore the historical and social processes through which diverse behaviors are and are not designated as sexual. They will then analyze how these designations influence a range of institutional forces and social phenomena. Topics will vary depending on instructor but may include: medicine, environmentalism, colonialism and nation-building, STI and HIV transmission, public health campaigns, art and literary production, visual and popular culture, community development, family structure, human rights frameworks, and law or policy.
Attributes: AMST Struct & Instit Elective, NRSC Non-Div 3 Elective, US Diversity

211 Music, Gender, and Performance
Global divas, trans voices, and all girl bands: these are some of the topics we will

consider. This course examines relationships between gender, music, and performance from an interdisciplinary perspective (music and sound studies, ethnomusicology, gender and queer theory, performance studies). We examine debates around issues of sex and gender and nature and culture through the lens of musical performance and experience and draw on musical examples from a diverse range of socio-cultural contexts from around the world. Some questions we consider include: To what extent is participation in particular musical scenes dictated by gendered conventions? What might the voice tell us about gender or sexuality? How might the gendered performances and the voices of musical celebrities come to represent or officially "speak" for particular publics? How does music shape our understanding of emotion, our experience of pleasure? Class discussions will focus on careful readings of the assigned texts and listening/viewing assignments. Majors across the College are welcome and no musical note reading skills are necessary.
This course is cross-listed as MUAC 211.
Attributes: AMST Representation Elective, Arts, Global Diversity, WGSS Transntl/Global Perspect

215 Goddesses, Prostitutes, Wives, Saints, and Rulers: Women and European Art 1200-1680

How has the representation of women been constructed, idealized, vilified, manipulated, sexualized, and gendered during what could be broadly called the "Renaissance" in Europe? How have female artists, such as Sofanisba Anguissola (1532-1625) or Artemisia Gentileschi (1593-1653), among others, represented themselves, men, and other familiar subjects differently from their male counterparts? How have female rulers, like Queen Elizabeth I of England, controlled their own political and cultural self-fashioning through portraiture? What role do the lives and writings of female mystics, like Catherine of Siena (1347-1380) or Teresa of Avila (1515-1582) play in depictions of their physical and spiritual identity? How was beauty and sexuality conceived through the imagery of mythological women, like Venus, or culturally ambivalent women, like courtesans and prostitutes? What kind of art did wealthy, aristocratic women or nuns pay for and use? Through studying primary texts, scholarly literature, and relevant theoretical sources, we will address these and other issues in art produced in Italy, France, Spain, Northern Europe, and England from 1200-1680. The course will be grounded in an understanding of historical and cultural contexts, and students will develop paper topics based on their own interests in consultation with the professor. A screening of the documentary film, "A Woman Like That" (2009), on the life of Artemisia Gentileschi and a trip to the National Gallery of Art, Washington D.C. will take place during the second half of the semester.

Offered every year. This course is cross-listed as ARTH 216.
Attributes: Arts, MEMS Elective, WGSS Hist/Theories/Represent

220 History of American Feminism
This course will emphasize such topics as the 19th century women's movement, the suffrage movement, radical and liberal feminism, and African-American feminism. We will pay particular attention to the diversity of women's experiences in the United States and to women's multiple and often conflicting responses to patriarchy and other forms of oppression.
Attributes: AMST American History Elective, AMST Representation Elective, AMST Struct & Instit Elective, WGSS Hist/Theories/Represent

221 Women of the Middle East: Stories of Resistance
The condition of women writers in post-colonial, predominantly Arab countries is heavily marked by the dual legacy of the region's Muslim heritage and the cultural imprint of former colonizers, which are intertwined with ethnic, religious, linguistic and other differences that in varying ways traverse the region as a whole. The tensions associated with these differences erupted in wars in some countries and violence and discrimination against women in some others. Several women writers stood up against injustice and sexism by writing to defend women's rights and render justice. Their writing served to bear witness and preserve the victim's memory. This course focuses on Middle Eastern women's narratives in times of conflict and examines issues of representation, gender and sexuality, national identity, and memory and trauma.
This course is cross-listed as MEST 221, FREN 364.
Attributes: FLIC French, Global Diversity, Humanities, INST Middle East/N Africa Crse, Middle East Humanities

224 Reproductive Justice
Reproductive Justice is a global social movement strategy and human rights platform that places reproductive power in the context of the larger social, racial and economic well-being of women, communities and families (Ross 2011). This course explores the origins and applications of reproductive justice. It investigates how the reproductive lives of many people, particularly women of color, are embedded in embattled legal, social, economic, racial and national frameworks that shape their capacity to control their intimate and procreative lives. Using an interdisciplinary approach, the course first maps reproductive justice's origins, exploring: political philosophies of sexual and reproductive liberty; racialized and disability-based histories of eugenics, population control, and adoption; the black women's health movement; birth control and abortion law; social welfare and healthcare politics; the reproductive politics of incarceration and state

violence; disability and prenatal testing; and the transnational and LGBTQ applications of assisted reproductive technologies. The course will subsequently explore how reproductive justice platforms can enable diverse people to thrive: making the decision to prevent, terminate or have a pregnancy a real choice. It will assess the conditions that enable access to quality health care, economic security, racial justice, women's equality, transgender and queer rights, environmental sustainability, disability justice, sexual autonomy, and community vitality.
Attributes: AMST Struct & Instit Elective, Africana Studies Elective, Health Studies Elective, LAWP Policy Elective, LWJS Practices Elective, NRSC Non-Div 3 Elective, Social Sciences, Sustainability Connections, US Diversity, WGSS Intersect/Instit/Power, WGSS Sexual & Gendered Plural

228 Sociology of Sexualities
This course explores the social origins of sexual behaviors, identities, and desires. We will investigate how sexuality intersects with other social hierarchies including race, gender, and class. Our current frameworks for understanding sexuality and sexual identity are the product of social, political, and economic forces, and reflect the common sense of a particular historical moment. We will consider a wide range of theoretical and methodological approaches to the study of sexuality and explore more closely how these perspectives inform the analysis of contemporary sexual issues.
Offered every two years. This course is cross-listed as SOCI 228.
Attributes: NRSC Non-Div 3 Elective, Social Sciences

230 Political Economy of Gender
Political Economy of Gender adopts a gender-aware perspective to examine how people secure their livelihoods through labor market and nonmarket work. The course examines the nature of labor market inequalities by gender, race, ethnicity and other social categories, how they are integrated with non-market activities, their wellbeing effects, their role in the macroeconomy, and the impact of macroeconomic policies on these work inequalities. These questions are examined from the perspective of feminist economics that has emerged since the early 1990s as a heterodox economics discourse, critical of both mainstream and gender-blind heterodox economics. While we will pay special attention to the US economy, our starting point is that there is one world economy with connections between the global South and the North, in spite of the structural differences between (and within) these regions.
For ECON 230: ECON 111 (ECON 112 recommended); For SOCI 227: SOCI 110 or ECON 111; For WGSS 230: none (ECON 111 recommended) This course is cross-listed as SOCI 227 & ECON 230.
Attributes: AMST Representation Elective, AMST Struct & Instit Elective, INST World

Economy & Developmt, LAWP Policy Elective, LWJS Practices Elective, Social Sciences, Sustainability Connections, US Diversity, WGSS Intersect/Instit/Power, Writing in the Discipline

234 Gender, Politics, and Policy in the U.S.
Overview of gender and politics in the United States. Examines the roles women play in the U.S. policy process, how public policies are "gendered", and how specific policies compare to feminist thinking about related issue areas. The course also discusses gender-based differences in political participation inside and outside of government.
This course is cross-listed as POSC 233. Prerequisite: 120 or AP credit equivalent.
Attributes: AMST Struct & Instit Elective, LAWP Policy Elective, US Diversity, WGSS Intersect/Instit/Power

236 Psychology of Women and Gender
See course description with PSYC 135 listing.
Attributes: AMST Struct & Instit Elective, PSYC 100-level Group 3, US Diversity, WGSS Sexual & Gendered Plural

241 Women, Gender and Judaism
This course examines issues of gender in Jewish religion and culture. Starting with the representation of women in the Bible and other classical Jewish texts, we study the highly differentiated gender roles maintained by traditional Jewish culture, and examine the role American feminism has played in challenging those traditional roles. We will also study gender issues in contemporary Israeli society, such as the politics of marriage and divorce, public prayer and gender in the military. Some knowledge of Judaism and Jewish history is helpful, but not required as a prerequisite for this course.
This course is cross-listed as JDST 240 and RELG 240.
Attributes: AMST Struct & Instit Elective, Humanities, Judaic Studies Elective, WGSS Intersect/Instit/Power

300 Feminist Perspectives and Theories
This course deepens students' understandings of how feminist perspectives situate power and privilege in relationship to interlocking categories of gender, race, class, sexuality, ability and nation. Through foundational theoretical texts, it expands students' understandings of significant theoretical frameworks that inform women's, gender, critical race and sexuality studies, as well as debates and tensions within them. Frameworks may include political activisms, materialist feminism, standpoint epistemologies, critiques of scientific objectivity, intersectionality, postcolonialism, psychoanalysis, queer theory, transnational critique and feminist legal theory. Helps students develop more nuanced understandings of the relationship between everyday experiences, political institutions,

forms of resistance and theoretical meaning-making.
Prerequisite: WGSS 100 or 208.

301 Topics in Women's, Gender and Sexuality Studies
This course will focus on specific topics within women's, gender, and sexuality studies in the humanities.
Prerequisite: Typically one WGSS course and prerequisite depends on topic.

302 Topics in Women's, Gender and Sexuality Studies
This course will focus on specific topics within women's, gender and sexuality studies in the social sciences.
Prerequisite: Typically one WGSS course and prerequisite depends on topic.

306 Seminar in Gender and Sexuality
See course description with Psychology 435 listing.
Prerequisites: WGSS 200 or PSYC 211 and junior or senior standing.
Attributes: WGSS Sexual & Gendered Plural

310 Immigration Politics: Gender, Race and Sexuality in Contemporary Migration
Why do global controversies over immigration so often center on migrant women's fertility and their children's access to government benefits? Why do some countries accept LGBTQ migrants but deny them the right to adopt, use assisted reproductive technologies, or extend citizenship to their children? How are efforts to limit marriage-and-family based migration racialized and classed? What are the gendered implications when nurses are a country's central export? Could building a border wall or sending refugees back stop unwanted immigration? This course examines how intersecting gender, sexual and ethnic hierarchies shape and are shaped by immigration. Applying insights from feminist and queer theories of migration, students will explore how the gendered processes surrounding immigration craft concepts of nation, borders and citizenship. Readings and films examine how racial and sexual norms are renegotiated through the selection and regulation of immigrants. Central to our investigation is how transnational and economic forces compel migration, reshaping understandings of national belonging, workplaces, and family in the process. We will particularly consider how migrants negotiate multiple marginalizations, and in turn refashion understandings of community, identities, culture, and politics. An interdisciplinary framework combines sociological, historical, legal, activist, media, literary and artistic accounts.
Prerequisite: One WGSS or SOCI course, or permission of instructor; not appropriate for first-year students. Cross-listed as SOCI 310.
Attributes: AMST Struct & Instit Elective, INST Global Security, LAWP Policy Elective,

Security Studies Course, Social Sciences, Sustainability Connections, US Diversity, WGSS Hist/Theories/Represent, WGSS Transntl/Global Perspect

315 Dance History Seminar: Modernism and the Body
This course will focus on contemporary dance history using theoretical frameworks that interrogate how race, class and gender resist, assimilate, and converge to create the construction of American modern concert dance. We will explore how the politics of the dancing female body on the concert stage produced a radicalized agenda for contemporary dance. We will address key themes and questions throughout the semester, questions such as: What makes a body "modern?" How does the feminist agenda on the concert stage aid in the construction of a "modern" body? What was the role of appropriating from exotic cultures in the making of contemporary concert dance? What is the role of technology in the creation of modern dance? What are the effects of war and politics on the dancing body? Orientalism, the Africanist presence in Western concert dance, and the restaging of Native American dances by American choreographers will be addressed as part of the overall construction of American modern dance. Through response papers, in-class presentations, and an in-depth research paper, students will engage with significant issues contributing to the development of modern concert dance.
Prerequisite: THDA 102. This course is cross-listed as THDA 316.
Attributes: Sustainability Connections, US Diversity, WGSS Hist/Theories/Represent, Writing in the Discipline

321 Gender and Sexuality in Modern Japanese History
This course explores how sexuality and gender have been continually redefined and experienced throughout modern Japanese history. We will analyze the changes Japanese society underwent from the 19th century to the mid-20th century, paying particular attention to transformations in eroticism, same-sex love, family structure, and gender roles. A key theme of the course is the socially-constructed nature of gender norms and how women and men frequently transgressed feminine and masculine ideals, a theme that we will explore through both primary sources in translation and secondary scholarship. This course will also acquaint students with the skills and tools of historical research and writing. Building upon in-class workshops and a series of short-essay assignments, the final goal of the course will be to produce a paper that analyzes the development of this dynamic field of history.
This course is cross-listed as EASN 321 and HIST 321.
Attributes: EASN Japan Elective, East Asian Social Sci Elective, Global Diversity, HIST Asian History Course, Post-1800 History Course, Social Sciences, WGSS Hist/Theories/Represent, WGSS Transntl/Global Perspect, Writing in the Discipline

323 Seminar on Toni Morrison II

This course examines the fictional works of Nobel Prize-winning author Toni Morrison, published between 1993 and 2015. We will analyze Morrison's artistic expression as a novelist, dramatist, children's book author, and literary/ cultural critic. In the process, we will examine her provocative commentaries on contemporary Black life, civic inclusion, gendered subjectivities, medical apartheid, and racial reckoning. In our analysis of these works, we will apply theoretical lenses such as trauma theory, ecocriticism, Black existentialism, Black feminism, Africana Womanism, and Black masculinity.
Pre-requisite: One AFST, US Diversity or WGSS course. Cross-listed as AFST 326.
Attributes: AFST - Diaspora Course, AMST American Lit Elective, English Elective, Humanities, US Diversity, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

325 Seminar on Toni Morrison I

This course explores the imaginative and critical works of Nobel Prize-winning author Toni Morrison, published between 1971 and 1993. We will begin the semester by tracing Morrison's development as a novelist, paying particular attention to how she crafts her novels and employs them to provide provocative commentaries on Black identity, race relations, and culture. In our analysis of her works, we will apply critical theories, namely psychoanalysis, Black feminism, Womanism, and New Historicism. Subsequently, we will study Morrison as a literary critic. We will consider her claim that the Africanist presence often informs American Literature.
Pre-requisite: One AFST, US Diversity or WGSS course. Cross-listed as AFST 325.
Attributes: AFST - Diaspora Course, AMST American Lit Elective, Humanities, US Diversity, WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power

327 James Baldwin: Reflections of a Radical

This interdisciplinary seminar seeks to trace the evolution of James Baldwin's artistic and political philosophy from the 1940s until his death in the late 1980s. Through close critical and intersectional engagement with his writing, the seminar will explore the transformation of his thought on artistic purpose, politics of race, class, and sexuality, and the meaning of Black liberation. The seminar will engage the full scope of Baldwin's artistic and intellectual production such as essays, novels, plays, screenplays, poetry and speeches. Finally, the seminar will situate Baldwin as a seminal figure of Black Radicalism not only through his thought and writing but his activism and direct involvement with the Black Left, the Civil Rights Movement and Black Power.
Cross-listed as AFST 327.
Attributes: AFST - Diaspora Course, Humanities, US Diversity

330 Gender and Education

An examination of the historical, sociological, political, and legal issues related to gender and education in the United States. Particular issues of focus each semester will be selected by the instructor and might include theoretical perspectives on gender in education, single-sex vs. coeducational schooling, representation of gender in curriculum, the feminization of the teaching profession, gender equity and policy initiatives such as Title IX, and student achievement and college access.
This course is cross-listed as EDST 330. Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, POSC 239, PSYC 211, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

331 African American Women Writers

This course spans the African American literary tradition to examine the historical, political, and social forces that facilitated the evolution of Black women's identities, voices, and roles within and outside of the Black community. Utilizing the intellectual premises of Black feminist, womanist/Africana womanist, and Black queer thoughts, we will analyze these writers' ideologies and representations of self-sovereignty, womanhood, sexuality, activism, race, class, and communalism. Moreover, we will consider their choice of genre to convey their perspectives and cultural commentaries.
Pre-requisite: One AFST, US Diversity or WGSS course. Cross-listed as AFST 330. Attributes: AFST - Diaspora Course, AMST American Lit Elective, AMST Representation Elective, English Elective, Humanities, US Diversity, WGSS Hist/Theories/Represent, WGSS Sexual & Gendered Plural

336 Qualitative Research Methods in Gender and Sexuality

The psychology of gender and sexuality is the study of psychological issues relating to gender identity, gender expression, sexual identity, and sexual practices. In this course, students will learn about one of the primary research methods used in the psychology of gender and sexuality – qualitative research methods. Although gender and sexuality psychologists use many methods (including experimental and quasi-experimental methods in lab and field, surveys, and observation), we will focus on interview methodology because it is particularly well-suited to studying people’s lived experience of gender and sex. Because the study of these topics has been strongly guided by feminist theory, this course will draw heavily on feminist critical perspectives on social science research. We will consider methodological topics of sampling, analysis, transferability of findings, researcher reflexivity, and research ethics. This intensive lab course will include the design and implementation of an original, community-based (on campus) research project.

This course is cross-listed as PSYC 335. Three hours classroom plus three hours laboratory a week. Prerequisites: PSYC 210 & 211, and PSYC 135, 140, 145, 150, 155 or 175; OR WGSS 200 and one additional WGSS course.
Attributes: WGSS Sexual & Gendered Plural

350 Gender and Development
This course examines the gender dimensions of economic development and globalization from the perspective of feminist economics. This perspective implies foregrounding labor, broadly defined to include paid and unpaid work, and examining gender differences in work, access to resources, and wellbeing outcomes, and how these are affected by macroeconomic policies and how gender inequalities are relevant for societal wellbeing. Since the early 1980's economic globalization has been achieved on the basis of a common set of macroeconomic policies pursued in industrial and developing countries alike. These policies frame both the gender-differentiated impacts of policy and the initiatives that are implemented to reduce inequalities between men and women. The main objective of the course is to examine the impact of these policies on men and women in the global South (a.k.a. developing countries/Third World) on gender inequalities and to evaluate the policies/strategies for reducing gender inequalities and promoting the well-being of all people. The pursuit of these objectives will entail first a brief examination of the central tenets of feminist economics and an historical overview of the policy-oriented field of gender and development. Gender-differentiated statistics will be reviewed as they pertain to the topics under discussion.
Prerequisite: For ECON 351: ECON 288; For INST 351: ECON 288 or ECON 226/INST 200 or INBM 200; For WGSS 350: at least one WGSS course or ECON 288. This course is cross-listed as ECON 351 & WGSS 350.
Attributes: AMST Struct & Instit Elective, Global Diversity, INST World Economy & Developmt, Sustainability Connections, WGSS Intersect/Instit/Power, WGSS Transntl/Global Perspect, Writing in the Discipline

351 Topics in QLGBT Studies in the Humanities
This course will take an interdisciplinary, intersectional approach to queer, lesbian, gay, bisexual, and trans (QLGBT) studies. Individual instructors will focus on humanities approaches exploring diverse, evolving dimensions of QLGBT lives, histories, theories, politics, cultures and representation. Students will develop their understanding of these topics by reading and writing about primary and secondary sources and by participating in and potentially leading class discussions.
Prerequisite: One WGSS course.
Attributes: Humanities, WGSS Sexual & Gendered Plural

352 Topics in QLGBT Studies in the Social Sciences
This course will take an interdisciplinary, intersectional approach to queer, lesbian, gay, bisexual, and trans (QLGBT) studies. Individual instructors will focus on social science approaches exploring diverse, evolving dimensions of QLGBT lives, histories, theories, politics, cultures and representation. Students will develop their understanding of these topics by reading and writing about primary and secondary sources and by participating in and potentially leading class discussions.
Prerequisite: One WGSS course.
Attributes: Social Sciences, WGSS Sexual & Gendered Plural

374 African Women's History
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.
This course is cross-listed as AFST 374 and HIST 374. Offered every two years.
Attributes: Global Diversity, HIST African History Course, Post-1800 History Course, Social Sciences

400 Senior Seminar
All topics will draw upon the knowledge of the history and theories of feminism and will be interdisciplinary in nature.
Prerequisite or co-requisite: 100, 200 and 300 or permission of the instructor.

Writing Program

Courses

100 Writing Studio
This is a half credit course in which students will develop their unique writing processes and the ability to identify strategies for different rhetorical scenarios of academic writing. The course meets once a week for an hour and a half of writing instruction with an emphasis on process; the mechanics of writing will also be covered. Students who take this course will be given priority access to a writing partner in the Writing Center if they choose.

101 Perspectives on the Multilingual United States
This course introduces the social, cultural and linguistic landscape of the United States while also explaining the forms, conventions, and expectations of U.S. academic writing. Students will read a variety of texts to provide different perspectives on the multilingual character of the United States and how linguistic identities intersect with identities of race, class, nationality, and (dis)ability. Through class discussion and writing assignments, students will develop a critical understanding of the issues of power and privilege that shape the interaction between dominant and subordinated linguistic groups. In addition, students will learn about U.S. academic discourse by engaging in research and practicing a functional, recursive writing process in order to produce thesis-driven arguments. The course is specifically designed to support multilingual and international writers at Dickinson College. *Full credit. Offered every year. Open to international students or by permission of instructor.*
Attributes: US Diversity

102 Topics in Sustainability and Academic Writing
This course introduces students to critical topics in sustainability while also explaining the forms, conventions, and expectations of academic writing. Students will think critically about a contemporary topic in sustainability (such as climate change or biodiversity loss) in order to analyze rhetorical moves and assumptions in popular texts on this issue. Students will also learn about academic discourse by practicing a functional, recursive writing process in order to produce thesis-driven arguments about a contemporary sustainability debate and/or sustainability action.
Attributes: Sustainability Investigations

211 Topics in Expository Writing
A course in expository prose which focuses on the writing process itself, emphasizing the organization of ideas and development of style. Seminars, group tutorials, or individual instruction.
Attributes: Writing in the Discipline

214 Working with Writers: Theory and Practice
Designed primarily for students who serve as tutors in the Norman M. Eberly Writing Center as well as for future teachers, this course examines how people learn to write from both a theoretical and a hands-on perspective.
Prerequisite: permission of the Director of the Writing Program.
Attributes: Writing in the Discipline