



— Bulletin —  
Academic Years  
2008 – 2009  
2009 – 2010

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# DICKINSON COLLEGE

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**Students entering the college in the academic year 2008-2009 should retain this printed version of the Bulletin. The degree requirements which they must fulfill are listed on page 17.** 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.

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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.

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# DICKINSON COLLEGE

CARLISLE, PENNSYLVANIA

17013-2896



The distinctive Dickinson College seal was devised and recommended by John Dickinson and Dr. Benjamin Rush at a board of trustees meeting in April 1784. Rush conceived the symbolic design: a liberty cap above a telescope, which is in turn above an open book; and Dickinson provided the motto: *Pietate et doctrina tuta libertas*. One translation is "Liberty made safe by virtue and learning." A Rush letter to Dickinson in June of 1785 refers to the college as the "bulwark of liberty, religion and learning."

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## THE MISSION OF DICKINSON COLLEGE

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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. It 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 lot of humankind. We expect no less today.

# FACTS ABOUT THE COLLEGE

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**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 643,820)

**Enrollment** 2,342 full-time students, representing 41 states and 46 foreign countries

**Faculty** 227 faculty members; 96% hold Ph.D.'s or the highest degree in their field

**Student-Faculty Ratio** 11:1

**Average Class Size** 18 students

**Degrees Granted** Bachelor of Arts and Bachelor of Science (41 majors)

**Study Abroad** Dickinson-sponsored centers and programs in twelve countries; many additional specialized options for off-campus and international study; more than half of all Dickinson students participate

**Financial Aid** In 2007-2008, Dickinson awarded \$25 million in grants; 60% of students received merit or need-based awards

**Retention** 91% of the Class of 2010 returned for their sophomore year; 81% of the Class of 2007 graduated in four years

**Library Facilities** The Waidner-Spahr Library collection includes over 539,000 bound volumes, 2,200 print and 1,100 electronic journal subscriptions, over 136,000 electronic books, as well as music recordings, video recordings, government documents, and a rich array of archival and rare materials. The library also offers through its Web site access to thousands of digital journals and databases, as well as to digital collections unique to Dickinson College. Librarians work actively with students to help them use collections to their fullest and to assist them in the research process.

**Residential Facilities** Dickinson offers a progressive residential life program in which students move into more independent living environments each year. First-year students begin in socially integrated residence halls, sophomores and juniors live in transitional housing (suites), and seniors live in independent apartment-style housing. In total the college has fifty-one residences, including housing for students with special interests such as foreign languages, multicultural programs, the arts, and the environment.

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

**Extracurricular Features** More than 140 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

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Dickinson is deeply committed to diversity. Fourteen percent of our most recent incoming class are students of color. In Fall 2007, 132 international students from forty-six countries were enrolled at Dickinson. Eight percent of our faculty members and seven 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 Abolish, Active Minds, African American Society (AAS), Amnesty International, Asian Social Interest Association (ASIA), Circolo Italiano (Italian Club), Club Afrique, Dickinson Desi Association, Earth Now!, French Club, German Club, Hillel, Interfaith, Latin American Club (LAC), Middle Eastern Club (MEC), Muslim Students Association (MSA), Newman Club, Portuguese Club, Russian Culture Club, Spanish Club, Spectrum, Students for Social Action (SSA), Sustained Dialogue, Third Degree Steppers, Umoja, and the Zatae Longsdorff Center for Women. In addition, the Office of Diversity Initiatives (ODI) is charged with advancing Dickinson's commitment to broadening the understanding and building of a pluralistic society that promotes equality and integrity on the campus, in the community and the world at large. The ODI works in conjunction with various student organizations and academic and administrative offices on campus to meet these goals. The office also publishes *Diversity in Demand*, an educational magazine dedicated toward change. In the Fall of 2002 Dickinson established the Milton B. Asbell Center for Jewish Life, which 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.

**Diversity in the 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 Cultural Diversity in order to graduate. They must also complete one course in "Comparative Civilizations" (the study of a culture other than that of the West) and become proficient in a foreign language. Dickinson's Center for Community Studies 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, more than half of the Class of 2007 studied in a foreign country during their four years at Dickinson. Dickinson's Global Education program offers students opportunities 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 library also has an East Asian Reading Room with its own dedicated computer terminal, special reading materials, and Asian 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 Ivory Coast, 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.

# ADMISSION

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## FIRST-YEAR AND TRANSFER STUDENTS

Dickinson students have strong academic credentials and enthusiasm for engaging the world. They are not passive learners; they do not rest with simple answers to complex questions. They understand that a quality liberal-arts education is the foundation for a lifetime of productive social engagement.

As a community, Dickinson is committed to recruiting the most socially, ethnically, and economically diverse student body possible. The college has a proud tradition as an educator of first-generation college students. Today, about 11% of Dickinson students are of the first generation in their family to attend college.

Admission to Dickinson is highly selective. Each year, the college receives approximately 5,000 applications for a first-year class of 600 students and about 150 applications for a transfer class of 35 students. The primary credentials for admission to Dickinson are 1) the secondary school academic record; 2) leadership and commitment in extracurricular activities; 3) the official recommendation from the secondary school guidance counselor, college advisor, headmaster or principal plus recommendations from teachers in academic subjects; 4) the application and supplemental forms, including the essay; 5) SAT I or ACT scores, which are optional for admission but required for academic scholarships that are not need-based; and 6) supplemental form and required statement.

The Admissions Office believes that the best predictor for academic success in college is high grades earned in solid academic courses from an accredited secondary school. This record offers the clearest signals of high motivation, good study habits, strong self-discipline and intellectual curiosity. The admissions staff also looks at engagement in outside activities - the talents, interests, and leadership potential you have demonstrated through school and community activities, as well as the student's ability to articulate his/her fit with Dickinson's distinctive character.

## STUDENTS AND PROSPECTIVE STUDENTS WITH DISABILITIES

The college's admission process does not seek to assess each applicant's ease of learning in each area of the college's Requirements for the Degree. However, the college has established Requirements for the Degree that each student must meet in order to graduate from Dickinson College. It is therefore incumbent on prospective students to familiarize themselves with the college's Requirements for the Degree when considering whether to apply or enroll at Dickinson.

The college has established Requirements for the Degree in broad categories, including a foreign language requirement. Such requirements have been established only to the extent that they are fundamental to the college's mission. Because they are fundamental to Dickinson's view of a liberal arts education, they will not be waived for any student. Please see the Academic Advising Web site or contact [advising@dickinson.edu](mailto:advising@dickinson.edu) or call 717-245-1080 if you have a question in this area.

After enrollment, it is the student's responsibility to notify the college of any disability and accommodation requests. Documentation must provide a diagnosis and the functional limitations of the disability. Only documentation from a qualified, licensed individual will be accepted. Contact the Coordinator for Disability Services for further information detailing the documentation requirements for specific disabilities.

A campus visit is recommended for all prospective students, especially those with disabilities. Prospective students needing accommodation during a campus visit are encouraged to inform the college of their needs before arriving for their visit. Students with disabilities who wish to schedule an appointment with the Coordinator for Disability Services as part of a campus visit, should do so at least two weeks in advance of their visit.



## FIRST-YEAR ADMISSION REQUIREMENTS

A completed application form (including supplemental form and required statement), including the secondary school report form to be completed by the guidance counselor, college advisor, headmaster, or principal, as well as one academic teacher recommendation, must be sent to the Office of Admissions by the appropriate deadline. A non-refundable \$65 application fee is required at the time the application is submitted.

The minimum requirement for entrance is the satisfactory completion of a secondary school program of at least 16 units, including four units of English, two (preferably three) units of one foreign language, three units of natural science, two units of social science, and three units of college preparatory mathematics. The remaining units should be within these academic areas. Most applicants offer more than the minimal requirements.

## STANDARDIZED TEST REQUIREMENTS

Submission of results from the Scholastic Assessment Test (SAT I) or the American College Test (ACT) is optional for September 2008, but is required for academic scholarship consideration.

SAT II Subject Test scores are not required for admission to Dickinson, although applicants may submit these scores as additional information in support of their application. If students wish to satisfy a prerequisite requirement or place into a higher level course (such as foreign language), they should plan to take a College Board Advanced Placement Test. On the basis of this testing, or in some cases additional testing during orientation, the student will then be placed at the appropriate course level.

Subject test scores submitted prior to the evaluation of a person's application may support the application in cases where strong achievement potential is suggested, but in no case will these test results adversely affect the final decision on the application.

## INTERNATIONAL STUDENT ADMISSION

Dickinson College encourages applications from international students who are successful in their secondary school and whose English language is of sufficient quality to demonstrate an ability to succeed in our highly selective environment. Please see the international admissions site for test score requirements. International students for whom Dickinson College is first choice are allowed to apply under an Early Decision plan.

Dickinson College has a limited international student financial aid budget to assist international students who wish to study as four-year degree candidates. Prospective international students whose families can cover part but not all of the full costs of attending Dickinson will be eligible to compete for these limited funds. Students applying for financial aid must submit the College Board International Student Financial Aid Application. Competition for these funds is high and SATs are not optional for international students who apply for financial aid. International students are also eligible and will be considered for our John Dickinson and Benjamin Rush scholarships.

## ADVANCED CREDIT

**Advanced Placement Program** A student who achieves a score of 4 or 5 on a College Board Advanced Placement Test will be granted credit for college work in the appropriate department and will receive placement at the discretion of the department. A student who achieves a score of 3 on the Advanced Placement Test may receive, at the discretion of the appropriate department, credit and/or placement.

Students who obtain grades of A or B on a British System Advanced Level ("A-level") exam will be granted credit for college work in the appropriate department and will receive placement at the discretion of the department. Syllabi and course materials should be submitted to the Registrar's Office.

Students who obtain a coefficient of 4 or higher and a grade/score of 12 or higher on courses in pursuit of a French Baccalaureate degree will be granted up to 8 course credits for college work in the appropriate department and will receive placement at the discretion of the department.

**International Baccalaureate Diploma Course Credit** Students will be granted general college credit for higher-level IB courses in which they achieve grades of 5 or better. Students who have achieved a grade of 5 or higher on standard level IB courses will receive placement or credit in the appropriate departments at the discretion of the departments. Syllabi and course materials should be submitted to the Registrar's Office.

**Other Credit** Contact the Registrar's Office regarding the transferability of completed or proposed college credit. Syllabi and course materials should be submitted to the Registrar's Office. College-level course work (other than A.P.) taken while in high school 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) must be offered in a setting which allows for interaction between student and instructor (i.e., no credit will be awarded for correspondence, on-line or one-way video courses).

Courses taken at a college or university located outside of the United States must be evaluated by WES (World Education Services). WES is an international academic credit evaluation agency. Dickinson College requires the Comprehensive Course by Course evaluation. WES will require an official, translated transcript.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will normally satisfy a prerequisite requirement in that department for advanced work. The repetition of a course previously received as a credit in transfer or as a placement credit will result in the loss of credit for that course.

## INTERVIEW & INFORMATION SESSION

A visit to the campus for an interview, group information session, Forum, or tour is helpful to prospective students in gaining a clearer understanding of life and study at Dickinson.

Evaluative Interviews are useful tools for determining a student's "fit" with the college. Interviews should be scheduled in advance of a planned visit and prior to the application program deadline by which you are applying. We encourage you to bring an unofficial transcript and activities resume to the meeting. Interviews last approximately 30 minutes, and may be scheduled by contacting the Office of Admissions.

Group Information Sessions are conducted by admissions staff members and provide an excellent opportunity to learn about the college's distinctive mission and programs, faculty and student experiences, and the admission, scholarship and financial aid processes.

Tours of the campus are available during the week and on selected Saturdays in the fall and spring.

Appointments can be scheduled by calling the Office of Admissions at 717-245-1231 or 800-644-1773 or emailing [visitus@dickinson.edu](mailto:visitus@dickinson.edu).

## EARLY DECISION PLAN

The college actively encourages early decision applications from students for whom Dickinson is clearly their first-choice college.

Students may apply for early decision admission and financial aid by November 15 (round 1) or January 15 (round 2). Decisions for completed applications will be sent in mid-December and mid-February respectively.

## ADMISSION

Early decision is a service to realistic candidates because:

1. Due to the small size of the applicant pool, candidates are evaluated based on their own merits rather than in competition with other applicants.
2. The candidates learn early in their college planning if they have been admitted to the college of their choice.
3. Applicants not accepted may be reconsidered on an equal basis with regular applicants for admission and may ultimately be accepted for admission. However, the review committee reserves the right to inform a student that he or she is not admissible if it is determined that additional information from the senior year would not affect a final decision.
4. Accepted early decision candidates who file the PROFILE financial aid application by the admission deadline are guaranteed financial aid in the amount of their need as computed by Dickinson College. Standard financial aid packages, including grant, loan, and job components, are awarded. Occasionally a parent loan is included to help meet need.

In addition to fulfilling the regular requirements for admission, early decision candidates must submit the Early Decision Agreement Form which is enclosed with the application packet.

The obligation of the accepted early decision candidate to Dickinson is to withdraw all other college applications and to submit the non-refundable \$500 enrollment deposit, which is applied to the first semester tuition charges, by the deadline specified in the acceptance letter.

Early decision candidates seeking financial assistance should correspond directly with either the Office of Admissions or the Office of Financial Aid.

### THE EARLY ACTION PLAN

Early Action provides a non-binding early response to the application for admission. Notice that the deadline for filing both applications for admission and financial aid (PROFILE) is December 1. Candidates will be notified of the college's decision by late January and must respond to this offer by May 1.

### EARLY ADMISSION

A student who plans to leave secondary school prior to graduation, often a year in advance, is considered to be an early admission candidate. Such students usually have performed very well academically and have exhausted the highest level course offerings of their schools.

Applications for early admission are reviewed on an individual basis, taking into consideration maturity and readiness to participate in a residential college as well as academic ability. An early admission applicant is required to have a personal interview by the deadline by which he/she is applying and must have the written recommendation and approval of the secondary school counselor.

### DEFERRED ADMISSION

Some accepted students may wish to defer the start of their college experience until they have pursued an alternate activity for a year or two. A written request which explains why the student wishes to defer admission and also which describes the alternate activity is required. Normally, experiences which enhance a student's educational background such as overseas travel, work, or study are approved. All deferral requests are reviewed by the Dean of Admissions on an individual basis. In order to reserve a place in the class for the following year, a student request for deferral must be accompanied by a non-refundable \$500 enrollment deposit.

## COMMON APPLICATION

Dickinson College, along with a select number of colleges in the United States, is a member of the Common Application. A student who completes the Common Application may submit that form to any participating college. Dickinson uses the Common Application as our own application. An electronic version of the Common Application which can be downloaded, printed and mailed, or submitted electronically, is available at the Common Application Web site ([www.commonapp.org](http://www.commonapp.org)). Students must also submit a completed Supplemental Form and Required Statement. The form can also be downloaded from the admissions Web site.

## ENROLLMENT DEPOSIT

In order to assure his or her enrollment at Dickinson College, an accepted candidate is required to submit a signed enrollment form and non-refundable \$500 enrollment deposit by the appropriate deadline. The enrollment deposit is applied automatically toward the first semester tuition charges.

## TRANSFER ADMISSION REQUIREMENTS

Dickinson College welcomes qualified applicants with previous academic work at other accredited college-level institutions. An applicant normally will be considered for transfer admission if the person has been enrolled elsewhere as a degree candidate for the equivalent of at least two semesters prior to the term of desired enrollment at Dickinson. As a matter of definition, a candidate will be considered for transfer admission if he or she IS ENROLLED OR HAS BEEN enrolled at another institution as a full-time, degree-seeking student. Dickinson has formal transfer articulation agreements with several community colleges. Contact the Office of Admissions for more details at 800-644-1773.

The primary factors in the admission of transfers, in addition to those required of first-year applicants, are the college transcript, the reasons for transfer, and evidence of good academic and non-academic standing (as indicated by the Dean's Report Form or similar official statement), and one recommendation from a professor.

Previous academic work which has been satisfactorily completed with a grade of C or better (2.0 or above on a 4.0 scale) in a program of study that reasonably parallels the curriculum of Dickinson College will be evaluated for credit. See Other Credit section above for transfer credit criteria. Normally, the course requirement for graduation (32 courses) will be reduced proportionately for every academic year of full-time study at other accredited institutions. Part-time course work, summer study, and unusual circumstances will be evaluated on an individual basis.

Final determination of credit and the satisfaction of distribution and language requirements will be made by the Registrar. Among the academic regulations applicable to all students and of particular note to transfer applicants is the graduation requirement that at least 16 courses be taken on campus, the last 12 of which must be taken while the student is matriculated with an approved major field of concentration. The residency requirement may have implications for those transfer students wishing to study abroad. Please contact admissions with specific questions regarding study abroad opportunities for transfers.

Dickinson College offers a Phi Theta Kappa merit scholarship, valued at \$15,000 per year for two years to one or two incoming students transferring from a community college. In order to be considered for this scholarship, the transfer student must be an active member of Phi Theta Kappa, have completed a minimum of 60 credit hours, and have 3.5 GPA. The Transfer Admissions Committee selects recipients for this scholarship based upon the completed transfer application.

## DICKINSON ADMISSION VOLUNTEER SOCIETY

The Dickinson Admission Volunteer Society is composed of alumni, parents, students, faculty and staff representing the college both on and off campus. Members are important sources of information for prospective students, parents, and high schools in their home areas, serving as both recruiters and advocates in the admission process. Volunteers are also charged with identifying new talent for future classes of Dickinsonians.

Please feel free to contact the Dickinson Admission Volunteer Society [davs@dickinson.edu](mailto:davs@dickinson.edu) or the Office of Admissions at [admit@dickinson.edu](mailto:admit@dickinson.edu), 717-245-1231, or 800-644-1773 for details.

## DICKINSON GUEST STUDENT PROGRAM

Dickinson College welcomes qualified applicants who wish to study on a full-time, non-degree status for either one or two successive terms “in absentia” from their present colleges. This program is specifically designed for those students who wish to participate in the high-quality academic and co-curricular life of a small college community.

Application deadlines are December 1 for spring term admission consideration and August 1 for fall term admission consideration. Applicants are notified of the admission decisions on their applications on a rolling basis as the applications become complete. A non-refundable \$500 deposit is required from accepted applicants and is applied toward the first semester tuition charges.

Under special circumstances, qualified guest students may study on a part-time basis for a semester or a year. These students are placed in regular Dickinson courses on a space available basis.

For further details regarding the Guest Student Program, please write to the Registrar. International students should direct Guest Student Program questions to the Office of Global Education.

## PART-TIME STUDENTS WORKING TOWARD A DEGREE

Dickinson College is a traditional, residential liberal arts college and all students working toward a degree are expected to study full time. In cases where an adult student wishes to pursue a degree, part time permission may be granted by the Registrar. All prospective students applying to Dickinson for a degree program must do so through the Office of Admissions at [admit@dickinson.edu](mailto:admit@dickinson.edu), 717-245-1231, or 800-644-1773. Tuition per course will be pro-rated at the full-time tuition charge for those granted part-time status, whether initially admitted into a degree program or admitted conditionally for a maximum of four courses. Students who are admitted and who enroll in at least two courses per semester may be eligible for federal financial aid. Contact the Financial Aid Office for more information at [finaid@dickinson.edu](mailto:finaid@dickinson.edu), 717-245-1308, TTY: 717-245-1134 or Fax: 717-245-1972.

## CONTINUING EDUCATION

Adult students wishing to pursue courses at the college for personal enrichment, and who do not want these courses to count toward a degree at Dickinson College, may apply for permission to take a course on a space available basis and register through the Office of Continuing Education. Courses may be taken for credit or non-credit (audit). Continuing Education students do have access to the library but do not have access to the Athletic Center and may not participate in student organizations. Contact the Office of Continuing Education at [reg@dickinson.edu](mailto:reg@dickinson.edu) or 717-245-1315.

## HIGH SCHOOL ENRICHMENT PROGRAM

Upon the recommendation of their guidance counselors, promising high school students may elect to enroll in up to two courses per semester at Dickinson on a space available basis. Information and assistance is provided by calling the Registrar at 717-245-1315.

# FINANCIAL INFORMATION

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## EXPENSES

The price of education is of concern to students, their families, and to colleges. Dickinson has been pleased to hold the price charged to a student for tuition, room, board and fees to about 30 percent below the actual cost of that student's education. Gifts, grants, alumni contributions, bequests, and income from summer conferences supplement payments from families to cover a Dickinson education.

Financial aid is available to many students. The college is aggressive in seeking financial aid for those who have valid needs. Financial aid comes from endowment and other college sources and from outside agencies. Further, because certain federal and state programs are broadly available, it is recommended that all prospective students and their families read the section dealing with financial aid at the Financial Aid Web site.

## FEE STRUCTURE

Basic expenses charged to students fall into the following categories:

**Tuition** The tuition fee applies to students enrolled in three or more courses per semester; part-time students enrolled in fewer than three courses are billed on a per-course basis.

**Resident Fee** The resident fee includes room and board.

**Student Activities Fee** The student activities fee supports a wide range of social and cultural activities administered by student officers elected by the student body.

**Other Charges** Certain activities chosen by students carry additional fees, such as private music lessons and purchases made in the College Bookstore and Dining Services.

**Student Health Insurance** Dickinson College is committed to providing and supporting a full and rich academic and social environment for students. In order for the student to fully participate, free from illness, injury or unexpected and potentially overwhelming medical expenses, the college requires that all students have health insurance provided through the college at a reasonable premium. A student who has similar or greater coverage under a parent's medical policy is eligible for a waiver from this requirement. Students who hold citizenship from countries other than the United States are required to have the college-sponsored health insurance policy. Specific cost information and access to the waiver form are available on the Financial Operations Web site.

## PAYMENT PROCEDURES AND REGULATIONS

**Payment Policy** An itemized statement of fees and charges is mailed approximately seven weeks prior to the beginning of each semester. Payment is due and must be paid in full 14 days prior to the beginning of classes. Accounts not settled by the due date will be subject to a late payment fee of \$50 and a one and one-half percent per month interest charge on the unpaid balance and could result in withdrawal from the college for financial reasons.

Bookstore and other miscellaneous consumer charges will be billed on a monthly basis and are due upon receipt. Accounts not settled by the due date will be subject to a late payment fee of \$50 and a one and one-half percent per month interest charge on the unpaid balance and could result in withdrawal from the college for financial reasons.

Whether or not the student is currently enrolled, an official transcript of a student's records will not be released if any of the student's accounts, including education loans issued by or through or upon approval of the college, is in arrears.

**Payment Plans** Many families elect to put all or part of a year's charges for attendance into regular, monthly payments spread over the entire school year. Such plans help families manage college expenses by putting them into a regular, monthly household budgeting system. Information on these plans is available from the Student Accounts Office or from the Financial Aid Office.

A variety of other financing options is available to those who wish to spread the charges for a Dickinson education over more than four years. To help our families, Dickinson has created DMPL, the Dickinson Manageable PLUS Loan Program (a combined program with the federal Parent Loan for Undergraduate Students - PLUS). This program permits parents to borrow up to the total annual price of attendance at Dickinson, less any other financial aid. Low federal interest rates make this a particularly attractive alternative for financing a student's education. Information is available through the college's Financial Aid Office.

**Tuition Prepayment Plan** Dickinson College offers a prepayment plan for a minimum period of two years. A student may prepay tuition charges at the prevailing rate for the following semester multiplied by the number of semesters to be prepaid (minimum of 4, maximum of 8). This plan guarantees savings by protecting a student from future increases in the price of tuition. The Tuition Prepayment Plan covers tuition only; room, board, and other fees cannot be prepaid and will be invoiced according to the normal fall/spring semester billing cycle(s).

Additional information may be obtained by contacting David S. Walker, Associate VP/Treasurer by telephone at 717-245-1383, or via e-mail at [walkerdd@dickinson.edu](mailto:walkerdd@dickinson.edu).

The college accepts all Act 529 Plans and any nationally recognized tuition prepayment plan. For more information on the Act 529 Plan go to [www.independent529plan.org](http://www.independent529plan.org) or call 1-888-718-7878.

**Dickinson College Refund Policy** The Dickinson College Refund Policy applies to all students attending the Carlisle campus who withdraw, are dismissed, or take a leave of absence from the college after the start of classes. A separate policy applies to those who are attending sites approved through the Office of Global Education. Please see the *General Orientation Handbook for Study Abroad*, available in the Global Education Office.

A student's date of withdrawal is determined by either:

- 1) The date the student begins the withdrawal process by contacting the appropriate Class Dean, or
- 2) The date the student is officially dismissed from the college, or
- 3) If the student leaves without notifying the institution, the mid-point of the semester or the student's last documented attendance at an academically-related activity, whichever is later.

Refunds of all institutional charges for tuition, required fees, room and board will be determined on a pro-rata basis until 60% of the semester has been completed. No refunds will be calculated after 60% of the semester has elapsed. Weekends are included in counted days, except when part of a scheduled period of non-attendance of five days or more, such as spring break.

A student who withdraws prior to the beginning of the first day of classes will receive a 100% refund, except for the non-refundable enrollment deposit. Charges for room and board will continue until departure from campus. Refund calculations for all flexible meal plan options will be based on the actual meals, points and declining balance used by the student. Any outstanding student account balance will be deducted from the refund prior to payment.

For students receiving financial aid, the following rules will apply:

- 1) Funds will be returned to financial aid programs before any funds are returned to the student.
- 2) Return of Title IV (Federal) Funds: Funds received from the Federal financial aid programs will be aggregated and refunded to the programs using the same percentage as calculated above. After 60% of the semester has been completed, federal financial aid funds are viewed as "earned" in their

entirety, and no refund will be made. Funds will be returned in the order prescribed by the US Department of Education: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, then other federal assistance.

- 3) Grant/Scholarship aid from Dickinson will be refunded to the source from which it came using the calculated refund percentage.
- 4) State Grants will be refunded in accordance with the guidelines of the appropriate state grant agency.
- 5) Outstanding balances due to the college will be deducted from any refund due to the student.

**Summer School Refund Policy** A paid, registered student, who informs the college before the first day of classes that he or she expects not to come to summer school, shall be entitled to a 100% refund of all fees. After classes begin, the following schedule will apply:

Tuition: Course (for credit) dropped...  
               during the 1st week, 60% refund  
               during the 2nd week, 40% refund  
               after the 2nd week, 0% refund

Course (audit) dropped...  
               during the 1st week, 60% refund  
               during the 2nd week, 20% refund  
               after the 2nd week, 0% refund

Room and Board: No refund

Application Fee: No refund

If the student's bill has not been paid in full or if there are new charges on the student's account, the refund to the student may not fully cover the charges. In this instance, the student may continue to have an outstanding balance owed to Dickinson, and will not receive a cash refund.

## FINANCIAL AID & SCHOLARSHIPS

Dickinson continues to seek new ways to help families and students manage the costs of education. The college's endowment includes specially earmarked funds for financial assistance; some general endowment funds are also set aside for this purpose. Each year, federal and state funds are allocated to the college for awards to eligible students. In some cases, gifts and grants from corporations and foundations provide help. In addition, some families find that employers and other near-to-home sources can provide assistance.

Most grant assistance from Dickinson is based upon documented financial need according to the financial need analysis system of the college Scholarship Service using the CSS PROFILE form as the application. First year students' filing deadlines parallel the admissions deadlines. A "package" of financial aid is developed for each recipient, and may include scholarships, grants, loans for students, loans for parents, or on-campus work opportunities. Prior to April 15, families must also complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for federal grants, loans and work/study. Families should also complete the Free Application for Federal Student Aid (FAFSA) by April 15 in order for us to determine eligibility for federal grants, loans and work/study. Final tax returns should be submitted to the Financial Aid Office by May 1.

Students must reapply for need-based aid each year. In order to receive financial aid a student must maintain satisfactory academic progress, apply on time, and continue to demonstrate financial need. Continuing students should file their FAFSA by April 15. Students whose family circumstances have changed and who wish to be considered for additional institutional grant assistance should also submit



the PROFILE and their tax returns by April 15. Our FAFSA Code Number is 2186; the code number for the CSS PROFILE is 003253.

In some cases, the college may need additional information in order to determine eligibility for institutional grant assistance. In the case of divorced or separated parents, the Divorced/Separated Parent's Statement should be completed by the non-custodial parent. Families that own businesses or farms should complete the Business/Farm Supplement.

Students may access the above two forms on-line on the Financial Aid Web site.

Eligibility for Dickinson Grant assistance will be determined using the family contribution calculated according to the CSS PROFILE analysis. This determination of financial need differs from the FAFSA analysis done by the federal government to determine eligibility for federal aid.

Detailed financial aid information is provided to financial aid recipients each year.

In addition to need-based aid (or as a part of a package if a student has a demonstrated financial need), Dickinson is pleased to offer academic scholarships to the top candidates for first-year admission. The John Dickinson, Benjamin Rush and John Montgomery Scholarships were developed to recognize exemplary academic performance and leadership achievement. These scholarships are awarded to the most competitive among students applying to Dickinson College. Current minimum objective criteria can be found in the admissions literature and financial aid brochure published for each year's entering class.

### TYPES OF FINANCIAL AID

A financial aid recipient may be granted one or more forms of assistance. Students receiving grants are usually also given loans and campus employment as part of their "package." For more details, read the Dickinson College Financial Aid Brochure and the Financial Aid Policies Manual, which is published annually on the financial aid Web site.

**Scholarships** These awards are designed to recognize the exemplary academic performance of students.

**Grants** Grants (outright gifts) may be made from the college's own endowment, from state or federal sources, or from outside agency funds.

**Campus employment** Most students receiving assistance are offered campus employment of up to 12 hours per week in exchange for wages which help defray expenses. Campus jobs are provided to eligible students using funds from the Federal Work-Study Program and from Dickinson's own funds.

**Loans** Several low-interest loan programs are available to students who demonstrate financial need. The Federal Stafford Loan and the Federal Perkins Loan, available from the college, feature a federal interest subsidy and the delay of repayment until after the student finishes school. Deferments are available for graduate study and a variety of other reasons.

**Summer employment** Students are normally expected to obtain summer jobs and to apply those earnings toward the costs of education.

**Outside Scholarships** Any student receiving financial aid who also receives scholarships, loans, tuition remission, or support from a source other than the college, must report the additional aid to the Dickinson financial aid office. Such assistance can impact the student's eligibility for assistance from federal and institutional resources. The total amount of assistance received by federal aid recipients cannot exceed need as computed by federally approved methodology. The college will attempt to reduce or eliminate self-help (loans or work) before reducing grant aid.

# REQUIREMENTS FOR THE DEGREE

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## FOR STUDENTS MATRICULATING FALL 2008 THROUGH SPRING 2010

The general degree requirements introduce students to the special nature of inquiry in each of the three major divisions of learning (the arts & humanities, the social sciences, and the laboratory sciences), to a variety of cultural and intellectual perspectives, and to the place of physical activity in their lives. The requirement for a major concentration of study in one area ensures that each student engages in complex levels of intellectual examination and inquiry.

It is the responsibility of the student to choose and satisfactorily complete courses that fulfill the requirements for graduation. Only those students who have completed all requirements for the degree are eligible to participate in the Commencement ceremony each May. The general course requirements are described below. The specific requirements for each major are listed in the sections describing the courses of study. A single course may be used to fulfill multiple general degree requirements, distribution requirements, cross cultural requirements and major requirements, except as restricted below. Degree requirements may not be fulfilled by combinations of half-courses; only full courses fulfill distribution and graduation requirements.

All students 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 work.

### GENERAL REQUIREMENTS FOR THE DEGREE:

**1. 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: 1) Critically analyze information and ideas; 2) Examine issues from multiple perspectives; 3) Discuss, debate and defend ideas, including one’s own views, with clarity and reason; 4) Develop discernment, facility and ethical responsibility in using information, and 5) 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.

**2. Writing Intensive Course** A Writing Intensive Course is a regular academic course designed to integrate the teaching of writing with the teaching of subject matter. Courses with the “WR” designation are offered across the curriculum and may overlap with any other requirement for the degree. The major goals of any “WR” course include the practice of selected general forms of academic writing or the introduction of specific forms of writing common to the discipline or interdiscipline of the course. The course approaches writing as a process of planning, drafting, revising, and editing, and it encourages students to read assertively for content, forms, and conventions of the text and for rhetorical concerns such as author’s purpose, audience, and context. Since this course works to reinforce and develop the general writing skills introduced in the First-Year Seminar, it is most often offered at the 200 or 300 level and should not normally be taken concurrently with the First-Year Seminar. A single course that fulfills this and other requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

**3. Quantitative Reasoning Course** A Quantitative Reasoning Course is a regular academic course designed to provide a solid foundation for the interpretation and critical understanding of the world through numbers, logic, or deductive and analytical reasoning. 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. “QR” courses can be offered from any department at the college. A single course that fulfills this requirement and other requirements may be used for each requirement (unless the other requirement is Division III, Lab Science), but counts as only one of the 32 required for graduation.

Each semester courses meeting the Writing Intensive and Quantitative Reasoning requirements are noted with an attribute when viewing the course offerings on the Registrar’s Office Web page.

**4. Distribution courses** Distribution requirements engage students in the full breadth of liberal learning as represented by three fundamental branches of the academic curriculum: the Arts and Humanities, Social Sciences, and Laboratory Science. Arts and Humanities help us interpret the human experience through artistic and conceptual self-expression and through critical reflection. Social Sciences seek to describe, analyze, and interpret the ways in which people interact within and among the societies they have created. Laboratory Science aims at understanding the character of the natural order through investigation of the basic structures and regularities in the planet Earth and universe.

A single course may be used to fulfill the distribution requirement in only one division. A single course that fulfills a distribution requirement and other general and/or cross-cultural requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

*Division I: Arts and Humanities* (2 courses) Students must select two courses from two of the following three areas:

- a. philosophy or religion; or Environmental Studies 111, East Asian Studies 205 or Women’s Studies 101, depending upon topic.
- b. literature in Chinese, English, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish; or Women’s Studies 101 or 201, depending upon topic.
- c. art & art history or classical archaeology, music, theatre, dance, Film Studies 101 or another film studies course (exclusive of history or media) and depending upon topic, or East Asian Studies 205, depending upon topic.

*Division II: Social Sciences* (2 courses) Students must select two courses, each from a different area or department within the social sciences. Those areas or departments are American studies, anthropology, economics, education, history (or classical history), political science, psychology, sociology, and Women’s Studies 102, 200, or 202, or East Asian Studies 206.

*Division III: Laboratory Science* (2 courses) Two courses which may be from the same department: biology, chemistry, computer science, environmental science, geology, physical science, and physics.

**5. 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. These courses seek to prepare students to be effective citizens in an interdependent world and to be aware of the breadth of voices, perspectives, experiences, values, and cultures that constitute the rich tapestry of U.S. life and history.

*Languages* All students are required to demonstrate that they have completed work in a foreign language through the intermediate level. If the student’s native tongue is not English, he or she may be excused from this requirement by the Provost/Dean of the college, who will give written notification to the Registrar’s Office who will notify the student and the student’s advisor. If the student has studied a language for two or more years in a secondary school, the student may be excused from the language

requirement on the basis of a sufficiently high score on the College Board SAT II foreign language subject test in the language, with the permission of the appropriate language department. Intermediate language courses do not fulfill any other general or distribution requirements at the college.

*U.S. Diversity* To prepare students to function effectively in civic life and to help them gain a broader understanding of the commonalities and differences among cultures and values in the context of the making of American society, the college requires one course with a focus on U.S. diversity. U.S. diversity is a comparative course that focuses on the history of cultures based on race/ethnicity, gender, class, religion and/or sexual orientation. A single course that fulfills this and other requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

*Comparative Civilizations* To deepen students' understanding of the diversity in cultures by introducing them to traditions other than those that have shaped the modern West, the college requires one course with a focus on the comparative study of civilizations. A single course which is designated as fulfilling this and other requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

Each semester courses meeting the U.S. Diversity and Comparative Civilizations requirements are noted with an attribute when viewing the course offerings on the Registrar's Office Web page.

**6. Physical education activities** Satisfactory completion of four blocks of physical education is required: four fitness activity blocks or three fitness activity blocks and one cognitive physical education block. (Full block physical education courses fulfill only one block of credit.) Participants in intercollegiate sports and ROTC may receive a maximum of two fitness blocks for these activities. Selected sports club activities may also receive a maximum of two fitness blocks. Transfer students with junior standing with no physical education course work need to take only two blocks of physical education. Persons who enter Dickinson after at least two years of active military service will be awarded two fitness blocks toward the requirement. Physical education blocks carry no academic credit. Most meet for half-semester; all courses, even those meeting for the entire semester, count as one block.

Every student must complete the physical education requirement unless excused in writing by the Chairperson of the Physical Education Department. Students are expected to have completed the physical education requirement by the end of the first semester of their senior year.

**7. Major** Students should select a field of concentration from among those departments offering major fields of study, (See the Courses of Study, page 21) or should, by working with a faculty committee, design their own major field of study. (See The Self-Developed Interdisciplinary Major at Special Approaches to Study.) Majors consist of 9 to 15 courses.

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 he or she earns 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.

## REQUIREMENTS FOR THE 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.

Additionally there are fifteen honor societies recognizing achievement in a specific field of study: Alpha Omicron Delta (Athletics), Alpha Psi Omega (Drama), Eta Sigma Phi (Classics), Omicron Delta Epsilon (Economics), Phi Alpha Theta (History), Pi Delta Phi (French), 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

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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 10 such concentrations; in the social sciences there are six concentrations; the natural and mathematical sciences provide six. These 22 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by 19 interdisciplinary majors and two interdisciplinary certification programs.

*Boldface type indicates that a major field of concentration is offered. Asterisk indicates a certificate program. Italics indicates only a minor is offered.*

<b>Africana Studies</b>	<b>Geology</b>	<b>Music</b>
<b>American Studies</b>	<b>German</b>	<b>Neuroscience</b>
<b>Anthropology</b>	Global Mosaic	<b>Philosophy</b>
<b>Archaeology</b>	Greek	Physical Education
<b>Art &amp; Art History</b>	Health Studies*	<b>Physics</b>
<i>Astronomy</i>	Hebrew	<b>Policy Management</b>
<b>Biochemistry &amp; Molecular</b>	<b>History</b>	<b>Political Science</b>
<b>Biology</b>	Humanities	Portuguese
<b>Biology</b>	Interdisciplinary Studies	Pre-engineering
<b>Chemistry</b>	<b>International Business &amp;</b>	Pre-health
<i>Chinese</i>	<b>Management</b>	Pre-law
<b>Classical Studies</b>	<b>International Studies</b>	Pre-masters of business
Comparative Civilizations	Internships	administration
<b>Computer Science</b>	<i>Italian</i>	<b>Psychology</b>
<i>Creative Writing</i>	<b>Italian Studies</b>	Public Speaking
<b>Dance &amp; Music</b>	<i>Japanese</i>	<b>Religion</b>
<b>East Asian Studies</b>	<b>Judaic Studies</b>	<b>Russian</b>
<b>Economics</b>	Latin	Science, Technology &
<i>Education</i>	Latin American Studies*	Culture
<b>English</b>	<b>Law &amp; Policy</b>	<b>Sociology</b>
<b>Environmental Science</b>	<b>Mathematics</b>	<b>Spanish</b>
<b>Environmental Studies</b>	<b>Medieval &amp; Early Modern</b>	<b>Theatre Arts</b>
<i>Film Studies</i>	<b>Studies</b>	<b>Women's Studies</b>
First-Year Seminars	<b>Middle East Studies</b>	
<b>French</b>	Military Science	

**Explanation of coding for course descriptions:** when two course numbers, followed by a single description, are separated by a comma, either course may be taken without the other, although the two are normally taken together as a one-year course. When two course numbers, followed by a single description, are separated by a comma, and preceded by an asterisk, the first course may be taken without the second, although the two are normally taken together as a one-year course. The first course, however, is a prerequisite for the second.

# AFRICANA STUDIES

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## CONTRIBUTING FACULTY

**Jeremy Ball**, Assistant Professor of History

**Mara Donaldson**, Professor of Religion (on leave 2008-09)

**James Ellison**, Assistant Professor of Anthropology

**Lynn Johnson**, Assistant Professor of English

**Heather Merrill**, Associate Professor of Anthropology and Geography

**Robert Ness**, Associate Professor of English, Coordinator

**Benjamin Ngong**, Assistant Professor of French

**Jerry Philogene**, Instructor in American Studies

**Kim Lacy Rogers**, Professor of History

**Mark Ruhl**, Glenn E. and Mary L. Todd Professor of Political Science (on partial leave 2008-09)

**Vanessa Tyson**, Instructor in Political Science

## 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.

## SUGGESTED FOUR-YEAR PROGRAM

First Year: AFST 100; AFST 200

Second Year: Three courses to fulfill the Africa/African Diaspora requirement; Africana Studies Elective

Third Year: One course to fulfill Africa/Africana Diaspora requirement; Two Africana Studies courses at the 300-level; Experiential Learning

Fourth Year: Africana Studies; AFST 400

## 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.

**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.*

**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

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### FACULTY

**Sharon O'Brien**, Professor of English and American Studies, James Hope Caldwell Professor of American Cultures, Chair

**Amy E. Farrell**, Professor of American Studies and Women's Studies (on leave 2008-09)

**Cotten Seiler**, Associate Professor of American Studies

**Barbara L. Shaw**, Visiting Assistant Professor of American Studies

**Jerry Philogene**, Instructor in American Studies

**Laura C. Grappo**, Instructor in American Studies

### CONTRIBUTING FACULTY

**Charles A. Barone**, Professor of Economics

**Kim Lacy Rogers**, Professor of History

**Robert P. Winston**, Professor of English

### MAJOR

Thirteen courses.

The following six courses are required of all majors:

201, 202, 401, 402, HIST 117 and HIST 118.

In addition, the major has the following requirements that allow students to work in other social science and humanities disciplines:

*Social Structure and Institutions*: one course. Courses in this category address material or institutional components of experience in the United States. Students may take courses that focus on social institutions such as race, class, gender, the family; courses addressing political institutions and processes; courses analyzing economic systems and structures in the United States. The student's advisor in the major typically approves courses from the following departments to fill this requirement: American Studies, Anthropology, Economics, Environmental Studies, History, Political Science, and Sociology.

*Representation*: two courses, one in American literature. The requirement in representation directs students toward courses that focus on the construction and dissemination of cultural meanings. In addition to the course in American literature, students typically take courses that analyze the mass media,



films, photography, music, popular culture, or art. The Departments of American Studies, Anthropology, Art and Art History, English, Music, Political Science, Philosophy, Religion, Theatre and Dance, and Women's Studies typically offer courses that fulfill this requirement.

*Fieldwork:* One course from the following: American Studies 302, History 311 (Oral History), Anthropology/Sociology 240 (Qualitative Methods)

*Thematic Concentration:* three courses. In consultation with their advisor, all American Studies majors develop an area of concentration in some aspect of American culture. Thematic choices made by students have included: mass media, gender, religion, health, the environment, law and culture, race, the arts, popular culture, the family. The choice of thematic depends on the student's intellectual interests, and may also be a way to prepare for the after-Dickinson world. Students draw on courses from a variety of departments to develop their thematic, and to ensure a variety of approaches they must have at least two departments represented among their three courses.

### MINOR

Seven courses in American Studies 201, 202, 301 or 302, 401; 3 courses in a thematic concentration.

### SUGGESTED FOUR YEAR PROGRAM

First Year: 201 (second semester); 101 is often a good option for the thematic; American History 117, 118; perhaps, 202 (second semester).

Second Year: 202 and courses which fulfill the "structures and institutions" or "representation" requirements of the major.

Third Year: Field Work and the thematic. If the student is studying abroad, normally 202 needs to be completed before leaving, and careful planning with the advisor is recommended for the coursework to be taken abroad.

Fourth Year: 401; 402; field work if not taken junior year, and any remaining courses to fulfill the major.

### TEACHER CERTIFICATION

Contact the Department Chairperson. For information, see the Director of Teacher Education, or visit the Education Department Web site. Because students in Teacher Education must devote the fall semester of their senior year to the certificate, they need to take 401 in fall semester junior year and 402 spring semester senior year. Careful planning with advisor when they declare the major is advisable.

### INDEPENDENT STUDY

Independent study or research is appropriate when a student is seeking to explore a topic in an interdisciplinary way. Students interested in independent study should see the American Studies Chairperson. Recent independent studies have been done on Sixties America, Video Production, Advertising, Religion in America, Urban Problems in America, Native American Cultures, Feminism in American Studies, Sport in American Society, Gay in America, Mass Media in American Society. Normally the student will have taken a course with the faculty member who would guide the independent study, and will be a junior or senior major.

### HONORS IN THE MAJOR

To be eligible for consideration for honors, an American Studies major must be recommended by her or his AMST 401 instructor, must have a minimum 3.5 grade point average (rounded) in the major by the end of the fall semester of their senior year, and must have no breaches of the college's academic

community standards. A student pursuing honors must complete a research manuscript in 402 that goes beyond the merit of an "A" paper. An "honors" thesis should be at least 50 pages in length and 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. An Honors Committee, made up of three faculty, including the seminar instructor(s) from 402 and preferably from core American Studies faculty, shall assess the project(s). Part of this assessment shall include a meeting and discussion with the Honors Faculty Committee.

## INTERNSHIPS

Internships become appropriate when they are relevant to the thematic concentration of the student. Students have interned with Student Services, Carlisle Youth Services, the borough of Carlisle, the county public defenders office, CBS Evening News, the Smithsonian Folk Life Division, the Carlisle School District, the American Cancer Society, the Evening Sentinel, WITF Public Television, Domestic Violence Services, Communications and Development, MTV, Carlisle Police Department.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

American Studies majors often study in Dickinson's East Anglia program in Norwich, England because East Anglia has a strong American Studies department. Other programs of interest to American Studies majors include the Washington Center for Internships and Academic Seminars, and Dickinson's other programs abroad. American Studies majors have also participated in the Dickinson programs in Australia, Cameroon, India, Italy, and Mexico. Other majors have spent semesters abroad through non-Dickinson programs in England, Ireland, and South Africa.

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.

## COURSES

**101. Cultures of the U.S.** Introduces students to issues of cultural diversity that are central to the field of American studies. A comparative course, addressing the diverse experiences of people identified historically along a continuum of gender, race, and class and focusing on the perspectives of at least three ethnic groups in the United States, at least one of which should be non-European in origin.

**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.

**201. Introduction to American Studies** Introduces students to basic theories and methods used for the interdisciplinary analysis of U.S. 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.

**202. Workshop in Cultural Analysis** Intensive workshop focused on theoretical approaches to the interpretation of social and cultural materials. The course provides an early exposure to theories and methods that will be returned to in greater depth in the senior year. Intended to develop independent skills in analysis of primary texts and documents.

**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. NOTE: When cross-listed with Film Studies, prerequisite is one course in either American Studies or Film Studies.*

**302. Workshop in Field Methods** Approaches to the responsible collection and analysis of social and cultural materials to be found in the immediate community and environment. Intensive training in participant observation, interviewing, and historical analysis. The ethics of field work will be stressed. *Prerequisite: Completion of, or concurrent enrollment in 202, or permission of the instructor.*

**401. Research and Methods in American Studies** An integrative seminar focusing 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 subject related to thematic concentration. *Prerequisite: Senior American studies major, or permission of the instructor.*

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

## ANTHROPOLOGY

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### FACULTY

Ann M. Hill, Professor of Anthropology, Chair  
Kjell I. Enge, Associate Professor of Anthropology  
Heather Merrill, Associate Professor of Anthropology and Geography  
Karen J. Weinstein, Associate Professor of Anthropology  
James G. Ellison, Assistant Professor of Anthropology  
Meghan K. Moore, Visiting Assistant Professor of Anthropology

### MAJOR

Eleven courses including 100, 101, 240 (or 244 or 396), 241, 331 or 336, one ethnographic course (222, 223, 231, 232, 234 or 235), 400 and four additional courses, two of which may be Classical Studies 221 or 224.

### MINOR

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

### 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.

### TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

## HONORS IN THE MAJOR

The departmental honors program is linked to an independent study or a fieldwork experience undertaken before the end of the junior year and culminates in a paper or other project written for the senior colloquium. Eligibility for honors candidacy requires a minimum overall GPA of 3.6. Before the end of their junior year, students wanting to be considered for honors in anthropology must identify themselves to the department faculty and submit a two-page proposal for an honors project to the department chair. In the senior year, the prospective honors student participates in the senior colloquium. The quality of the senior colloquium project, judged “exceptional” by the anthropology faculty, is the primary basis for awarding honors to graduating seniors at the end of the spring semester.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY AND INTERNSHIPS

Participation in summer field schools in cultural anthropology and archaeology, as well as internships at local museums and other sites, provides unique, hands-on experience. The Field School in Cultural Anthropology (ANTH 396) is for six weeks every summer in Tanzania, Africa or Querétaro, Mexico.

## 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. This course fulfills the Division III lab-science distribution requirement.*

**101. Anthropology for the 21st Century** The primary focus is on cultural anthropology, or the comparative study of human diversity across cultures. Guest lecturers will also contribute perspectives from other subfields within anthropology, namely archaeology, biological anthropology, and linguistic anthropology. The goal is to demonstrate how anthropological perspectives enlighten our understanding of contemporary social phenomena and problems, highlighting the relevance of anthropology to everyday lives and especially to issues of human diversity. *Open to first year students and sophomores; others by permission. Offered every semester.*

**210. Language and Culture** This course examines the relationship of language to culture and society. It includes the study of sociolinguistics, language acquisition, cognition, and descriptive linguistics. The student is introduced to major perspectives on language from Whorf, Hymes, de Saussure, and Levi-Strauss.

**211. Sociolinguistics** Sociolinguistics is the branch of linguistics which studies language as social and cultural phenomena. Language is inseparably associated with members of a society where it is spoken, and thus social factors are inevitably reflected in those members' speech. This course surveys topics on language and social class, language and ethnicity, language and gender, language and context, language and social interactions, language and nation, and language and geography. These topics show how language unites speakers as much as it divides speakers within a society and/or across societies. The topics are approached through lectures, class discussions, readings, as well as social surveys. *Offered every other year.*

**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.*

**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. *This course is cross-listed as ENST 214. Offered every other year.*

**216. Medical Anthropology** Comparative analysis of health, illness, and nutrition within environmental and socio-cultural contexts. Evolution and geographical distribution of disease, how different societies have learned to cope with illness, and the ways traditional and modern medical systems interact. *Offered every other year.*

**217. Cross-Cultural Perspectives on Gender** Use of comparative method to understand variations in the patterning and content of gender roles and status across cultures. Although focused primarily on non-Western cultures, the course will also examine gender among U.S. ethnic groups. Emphasis is on placing gender roles and status in the broad, holistic context of interrelations among cultural ideologies, social institutions, and material conditions. *This course is cross-listed as WOST 217. Offered every other year.*

**218. Biosocial Aspects of Female Sexuality** This course explores the biological and cultural aspects of being female. We first examine ecology and reproduction in nonhuman primates, and anatomy and physiology of the reproductive system. We then explore biological and social aspects of being female throughout the human life cycle, including sexual differentiation, infancy, childhood, adolescence, adulthood and senescence. Finally, we discuss important issues related to female sexuality from a cross-cultural perspective, such as sex and gender roles, sexual orientation, birth control and family planning, sexually transmitted diseases, body image, and violence against women. *This course is cross-listed as WOST 218. Offered every other year.*

**219. Gender, Space and Identity** Feminist geographers have recently expanded the field of geographical analysis to include the study of ways we think about and act out gender and other differences in relationship to material and metaphorical space. Throughout history and across cultures, architectural and geographic spatial arrangements and ideas have helped produce and reinforce various gendered and other intersecting forms of social power. Rather than taking the social organization of space for granted, in this course we examine the centrality of social space to form of power, difference, and resistance. Women and colonized or marginalized peoples will be at the center of our explorations. *This course is cross-listed as WOST 219. Offered every other year.*

**220. Fundamentals of Archaeology: Theory and Field Archaeology** Introduction to archaeology: a survey of the history, aims, methodology, theory, and practice of archaeology. The evolution of archaeology from amateur treasure quest and collecting to a complicated science, dedicated to the discovery and study of material remains as well as the exploration and theoretical reconstruction of the past; great discoveries, persons, and factors that shaped this transformation in the 19th and 20th century; theories, issues, and trends in archaeological interpretation; application of archaeology towards a greater understanding of our past and present. An introduction to field archaeology and practice: site location, topographical and survey techniques, archaeological excavation techniques for different types of sites; stratigraphy, spatial distribution, seriation; correlation, phasing, absolute and relative chronology; data recording, archaeological drawing (sections, plans, artifacts) and photography; computer applications (including artifact data-base, archaeological matrix, plans and maps, 3-D monument and site reconstructions); relationships between archaeology and related sciences, between material and non-material culture, evidence interpretation and theoretical reconstruction of material remains. Simulated Excavation Field (SEF) practical training; summer field training opportunities at Mycenae (excavation and Museum research) and Scotland. *Prerequisite: one Archaeology course (ARCH 120, 130, 210) or previous field experience. This course is cross-listed as ARCH 201. Offered every spring.*

**222. Contemporary Peoples of Latin America** An examination of the life of present-day primitive and

peasant peoples of Middle and South America. These societies are seen holistically, and as they relate to urban and state centers. *Offered every other year.*

**223. Native Peoples of Eastern North America** *See course description with HIST 389 listing.*

**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.*

**229. Principles of 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.*

**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. *Offered every fall.*

**231. Nation, Culture, and Migration in Contemporary Europe** This course introduces students to the rapidly changing world of contemporary Europe, focusing on particular countries with membership in the European Union. In recent years, the internal borders between members of the European Union have begun to fade away, while new forms of localism, and ethnonationalism have appeared, sometimes with violent results. There is an effort to link the member states into a unified economic and political whole, but there is also an intensified presence of immigrant populations from all over the globe, and a growing sense of "multi-culturalism." This course examines some of the identity issues that have emerged around the unification of European countries, including nationalist and ethnic conflicts, the "new racism," new social movements such as youth, anti-racist, feminist and environmental movements, and growing social and cultural heterogeneity. *Offered every other year.*

**232. Modern China and Its Diaspora Communities** This is a comparative course that examines contemporary Chinese communities in the PRC, as well as Chinese immigrant cultures located in Southeast Asia and the U.S. The focus is on both the structure of these communities and the processes of identity formation and re-imagining the "home" country or "native place" in the midst of considerable flux. The course explicitly uses comparison to deconstruct staid truths about "the Chinese" and monolithic "Chinese culture." *Offered every other year.*

**233. Anthropology of Religion** A cross-cultural survey of the functions of religion, magic, and myth in simple and complex societies. Religion and communication. Myth and social structure. A historical summary of the scientific study of religion. *Offered every other year.*

**234. African Diaspora** This course examines the presence and contributions of people of African descent outside the African continent. While we generalize about the Black diasporic experience across continents, we also pause to examine the ways that stories unfold in particular places and at specific historical moments. Because most representations of Africa and her descendants have left Africans on the margins of world history, in this course we pay particular attention to alternative ways of understanding Black diaspora. We draw upon case studies from the United States, the Caribbean, Brazil and Europe during different historical periods. *Cross-listed with American Studies and Sociology. Offered every other year.*

**235. State and Ethnicity in Upland Asia** This course examines the borderlands shared by states in upland Southeast Asia, such as Thailand, Burma and Laos, with China. It looks at dimensions of contemporary migrations and transnationalism among populations historically marginalized, such as the Hmong, and among populations that have a strong identification with states. Linked to political economies and global markets, nationalism and other ideologies defining peoples and their cultures are explored with an eye toward understanding how ideas about race and the other take shape. *Offered every other year.*

**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: At least one course in Sociology, Anthropology, or American Studies. This course is cross-listed as SOCI 240.*

**241. Measurement and Quantification in the Social Sciences** This course focuses on quantitative data analysis. Students learn how to design, code, and analyze interviews and surveys. Selected databases and statistical programs are used to analyze current social issues and compare samples. *Prerequisite: At least one course in Sociology, Anthropology or American Studies.*

**244. Fieldwork** This course introduces students to fieldwork in anthropological research, a set of methodological practices informed by a number of theoretical assumptions. The course focuses on the fundamental techniques of field work in ethnographic inquiry and writing, including participant observation, structured and unstructured interviewing, designing a project, taking and coding field notes, locating archival sources, interpreting and analyzing data, and writing an ethnographic story. Students will conduct field projects in the local area. *Cross-listed with Sociology. Prerequisite: at least one course in Anthropology, Sociology or American Studies. Offered every year.*

**245. Selected Topics in 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.

**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. *Offered every two years.*

**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: At least one course in anthropology or health studies, or permission of instructor.*

**331. Principles of 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: 100, 216, 218, 229 or Biology 100-level course. Offered every spring.*

**334. Gender, Race, and Globalization** This course examines some of the social and cultural effects of economic and political restructuring, otherwise known as “globalization,” that have been occurring around the world since at least the 1970s and have accelerated during the past decade. We will focus on the increasing participation of women in the international division of labor, expanding migrations, growing economic and political polarization within and between countries, the racialization of certain populations, commodification and the spread of consumerism, the relationship between the “local” and the “global,” and various forms of social resistance. Our explorations will include examination of the historical and theoretical discussions of globalization, gender, and race, and ethnographic examples from various parts of the world, including, but not limited to, parts of Europe, Thailand, Malaysia, Mexico, the United States, and parts of Africa. *Prerequisite: at least one course in Anthropology or Women’s Studies. Offered every other year.*

**336. Social Distinctions** This course covers anthropological theories of social hierarchy and stratification. Both the material and ideological bases of social distinction are examined. Gender, class, race, ethnicity, kinship, and slavery are some of the specific topics covered in the course. *Prerequisite: 101. Offered every fall.*

**345. Advanced Topics in 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.*

**395. Archaeological Field Studies** Application of the fundamentals of excavation and the analysis of artifactual materials from the excavation of a site in the Carlisle area. Sites will be located within daily commuting distance of the college. *Prerequisite: permission of the instructor and one previous course in Anthropology. Offered in summer school only.*

**396. Field School in Cultural Anthropology** Ethnographic field study of selected anthropological problems in Cameroon or Mexico. Analysis of cultural, social, economic, and environmental systems using participant observation, interview protocols, and other appropriate methodologies. Pre-departure workshops, six-week field study, and post-fieldwork write-up. *Two course credits. Prerequisite: ANTH/SOCI 240. Offered in summer school only.*

**400. Senior Colloquium** This course is based on student independent research projects, supervised by the faculty colloquium coordinator, with special advisement from faculty colleagues. Students taking the course are encouraged to build on previous fieldwork experience or to develop new, community-based projects. In some cases, archival research may be substituted for fieldwork. The course can accommodate honors projects begun with faculty mentoring and aimed at publication. *Prerequisite: 240, 241, or 244. Offered every year.*

## ARABIC

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### FACULTY

Abdeslam El Farri, Visiting Assistant Professor of Arabic Studies

Leon Blosser, Visiting Instructor in Arabic

### 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.*

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

**212. 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: 211.*

**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: permission of instructor.*

## ARCHAEOLOGY

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### CONTRIBUTING FACULTY

**Kjell Enge**, Associate Professor of Anthropology

**Christopher A. Francese**, Associate Professor of Classical Studies

**Ann M. Hill**, Professor of Anthropology

**Marcus M. Key, Jr.**, Professor of Geology (Director of the Dickinson Science Program in England, 2008-10)

**Christofilis Maggidis**, Associate Professor of Classical Studies, Christopher Roberts Chair in Archaeology

**Marc Mastrangelo**, Associate Professor of Classical Studies

**Melinda Schlitt**, Professor of Art History, William W. Edel Professor of Humanities

**Karen J. Weinstein**, Associate Professor of Anthropology, Chair

### MAJOR

12 courses:

I. METHODOLOGICAL CORE (5 courses):

1. ARCH 201/ANTH 220 (Fundamentals of Archaeology: Theory and Field Archaeology)
2. ARCH 120/CLST 221 (Greek Art and Archaeology) or 130/CLST 224 (Roman Archaeology) or 210 (Prehistoric Aegean Art and Archaeology)
3. ANTH 100 (Biological Anthropology)
4. ARTH 202 (Art History and Ancient Art)
5. GEOL 101 (History of Life)

II. AREA EMPHASIS (6 courses): In consultation with your faculty advisor, choose an area of emphasis and select a coherent set of courses based on your interests from one of the following two groups:

**Area A: Classical Art and Archaeology**

At least four courses from among the following:

ARCH 120, 130, or 210 (120, 130 and 210 can only count if not already taken in the core),  
221, 222, 223, 250, 301 (after the Field Experience requirement has been fulfilled), 390, 500  
ARTH 302, 303, 391

CLST 100, 200, 251, 253

In addition, at least two semesters of Latin or two semesters of ancient Greek are required for those choosing the Classical Art and Archaeology area emphasis.

**Area B: Ancient Society and Environment**

At least six courses from among the following:

ANTH 101, 214, 223, 225, 233, 243, 245, 331 (recommended)

GEOL 103, 104, 131, 205, 206, 207, 209, 301

ENST 313

If it is appropriate to the location of the student's intended field experience, and with the faculty advisor's approval, two courses of a modern language can count towards the total of six for the Ancient Society and Environment area emphasis.

**III. FIELD EXPERIENCE (1 course):**

One course in summer excavation fieldwork or a faculty sponsored museum/lab internship (e.g., ANTH 395, or ARCH 301)

**MINOR**

8 courses total:

**I. METHODOLOGICAL CORE (5 courses):**

1. ARCH 201/ANTH 220 (Fundamentals of Archaeology: Theory and Field Archaeology)
2. ARCH 120/CLST 221 (Greek Art and Archaeology) or 130/CLST 224 (Roman Archaeology) or 210 (Prehistoric Aegean Art and Archaeology)
3. ANTH 100 (Biological Anthropology)
4. ARTH 202 (Art History and Ancient Art)
5. GEOL 101 (History of Life)

**II. AREA EMPHASIS (2 courses):** In consultation with your faculty advisor, choose an area of emphasis and select a coherent set of courses based on your interests from one of the following two groups:**Area A: Classical Art and Archaeology**

At least two courses from among the following:

ARCH 120, 130, or 210 (120, 130 and 210 can only count if not already taken in the core),  
221, 222, 223, 250, 301 (after the Field Experience requirement has been fulfilled), 390, 500  
ARTH 302, 303, 391

CLST 100, 200, 251, 253

**Area B: Ancient Society and Environment**

At least two courses from among the following:

ANTH 101, 214, 223, 225, 233, 245, 331 (recommended)

GEOL 103, 104, 131, 205, 206, 207, 209, 301

ENST 313

**III. FIELD EXPERIENCE (1 course):**

One course in summer excavation fieldwork or a faculty sponsored museum/lab internship (e.g., ANTH 395, or ARCH 301)

**INDEPENDENT STUDIES**

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 may be undertaken with one of the contributing departments.

## HONORS IN THE MAJOR

Honors may be granted in Archaeology for a two-semester project that results in a well-researched, sophisticated, finely crafted thesis within the range of sixty to one hundred pages. Students are self-selected but acceptance as an Honors candidate is based on the judgment of the department faculty and their assessment of the student's academic ability and potential for successfully completing the project. They will work closely with one advisor but will receive guidance and resources from other members of the department. Only the best projects will be granted Honors, but any student who completes the project will receive credit for the two semesters of independent study.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY AND INTERNSHIPS

Field experience in archaeology is an important component of the Archaeology Major/Minor; students are trained in the techniques and methods of field archaeology and provided with invaluable hands-on experience. All students are encouraged to spend part of at least one summer at an excavation or survey, either in the United States or abroad. Students have the opportunity to participate every summer in the archaeological survey, excavation, and Museum research at Mycenae, Greece (D.E.P.A.S. project, headed by Prof. Maggidis, Assistant to the Director of Mycenae). The Department of Anthropology offers regularly a summer field course in Tanzania, Africa; students may also participate in other excavations in the region, such as the Cloisters, Ephrata, PA (State Museum of Harrisburg on City Island).

Students are also encouraged to pursue Museum internships offered at the Trout Gallery by the Department of Art & Art History, research internships and training (digital research projects) at the J. Roberts Dickinson Archaeology Lab, or Museum/lab summer research at Mycenae, Greece.

The Department of Classical Studies also offers four-week travel opportunities in Italy and Greece; other opportunities are also available, including Durham University (Department of Archaeology), the Intercollegiate Center in Rome and the College Year in Athens. Contact the department chairperson for further information.

## 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: 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.

## COURSES

**120. Greek Art and 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.*

**130. Roman 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.*

**201. Fundamentals of Archaeology: Theory and Field Archaeology** Introduction to archaeology: a survey of the history, aims, methodology, theory and practice of archaeology. The evolution of archaeology from amateur treasure quest and collecting to a complicated science, dedicated to the discovery and study of material remains as well as the exploration and theoretical reconstruction of the past; great discoveries, persons and factors that shaped this transformation in the 19th and 20th century; theories, issues, and trends in archaeological interpretation; applications of archaeology towards a greater understanding of our past and present. An introduction to field of archaeology and practice: site location, topographical and survey techniques, archaeological excavation techniques for different types of sites; stratigraphy, spatial distribution, seriation; correlation, phasing, absolute and relative chronology; data recording, archaeological drawing (sections, plans, artifacts) and photography; computer applications (including artifact data-base, archaeological matrix, plans and maps, 3-D monument and site reconstructions); relationships between archaeology and related sciences, between material and non-material culture, evidence interpretation and theoretical reconstruction of material remains. Simulated Excavation Field (SEF) practical training; summer field training opportunity at Mycenae (excavation and Museum research) and Scotland. *Prerequisite: 120, 130 or 210 or previous field experience. This course is cross-listed as ANTH 220. Offered every spring.*

**210. Prehistoric Aegean Art and Archaeology** A general introduction to the art and archaeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syropalestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, seal stones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple function of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilization. Visits to archaeological collections and Museums. *Offered every fall.*

**221. Ancient Greek Architecture** A survey of ancient Greek architecture from the 11th century BC to the 1st century BC, on mainland Greece and the Greek colonies. Temple architecture, altars and sanctuaries; secular architecture (houses, villas, and palaces); public architecture (agoras, stoas, prytaneia, propyla, theaters, gymnasia, stadiums, fountains and aqueducts, fortifications, roads, bridges); poleodomy or city-planning; funerary architecture (tombs, heroa, mausoleums and other funerary buildings). Building materials and techniques; orders and principles of ancient Greek architecture; ancient theory and techniques, typological developments and technological advances, architectural masterpieces; ancient Greek masters. Consideration of epigraphical and ancient literary sources (including readings from Vitruvius, Pliny the Elder, Pausanias). *Offered every third year.*

**222. Ancient Greek Sculpture** A thorough survey of ancient Greek sculpture from 1050 BC to 31 BC, with consideration of both mainland Greece and the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S Italy and Sicily). Daedalic, Archaic, Classical and Hellenistic periods; sculpture in the round and architectural sculpture, monumental and small-scale sculpture. Materials, techniques, and principles; subject matter and iconography, stylistic and technical developments; styles and regional trends; ancient Greek masters and their schools, legendary contests; consideration of ancient literary

sources (including readings from Pausanias and Pliny the Elder) and Roman copies of Greek originals. Visits to archaeological collections and Museums; hands-on examination of selected important sculptures (prospective cast collection on-campus). *Offered every third year.*

**223. Ancient Greek Painting** A survey of ancient Greek vase-painting (Protogeometric, Geometric, Archaic, Classical, and Hellenistic periods, from 1050 BC to 31BC) with consideration of both mainland Greece and the Greek colonies, and study of ancient Greek (with special emphasis on recently discovered large-scale frescoes in Macedonian tombs), Etruscan, and Roman monumental painting (including selective mosaics). Materials, techniques, and principles; iconography, stylistic and technical developments; styles and regional trends; ancient Greek and Roman masters and their schools; consideration of ancient literary sources (including readings from Pausanias, Pliny the Elder, Cicero). Visits to archaeological collections and Museums. *Offered every third year.*

**250. Ancient Greek Religion and Sanctuaries** A survey of the origins, history, structure, and evolution of ancient Greek religion and sanctuaries from Mycenaean to Hellenistic times. A comparative study of official religion vs. folk religion, pantheon of gods and heroes vs. daemonic cults and magic (ritual binding, cursing, charming), myths, oracles, festivals and games vs. house cult; an insight into mysteries and chthonic cults, burial customs and eschatology, soul and the Homeric underworld, the mnemoscape of death and reincarnation. A review of loci of worship (caves, shrines, temples, sanctuaries); analysis and meaning of the worship ritual, offerings, dedications, animal and human(?) sacrifices; interpretation of sacred symbols, ritual implements and paraphernalia: idols and figurines, large-scale anthropomorphic concretions, cult statues. A comparative study of the history and development, organization and lay-out, architecture, portable finds and dedications of the most prominent Mycenaean and ancient Greek sanctuaries (Mycenae Cult Center, Tiryns shrines, Aghia Irene temple; Olympia, Delphi, Eleusis, Delos, Nemea, Dodone, Kos, Samos, Priene, Pergamon) involving a synthesis of archaeological and iconographical evidence, Linear B documents, epigraphic evidence, and ancient literary sources. Additional issues to be addressed include: Greek anthropomorphism and polytheism; the power of religion as collective memory; the sociopolitical role of organized religion; priesthood and the gradual appropriation of religion by the ruling hierarchy and the state (polis); chronological development of ritual vs. unchanging core of beliefs; patterns of uniformity and regional variation; survival of ancient Greek religious elements in Christianity. *Offered every third year.*

**301. Fieldwork in Classical Archaeology** Archaeological excavation and geoprospection survey for four to six weeks at the Citadel and the Lower Town of Mycenae in Greece (DEPAS Project). The dig provides training for students in the techniques and methods of field archaeology. *Admission by permission of the instructor; ARCH 201 recommended. May be repeated for credit. If taken as part of the archaeology major, the course satisfies either the Field Experience requirement or counts as an elective in the classical area emphasis. If taken more than once it both satisfies the Field Experience requirement and counts as an elective in the classical area emphasis. This course is cross-listed as CLST 301.*

**390. Advanced Studies in Archaeology** This course undertakes special topics, issues, and problems in Old World and New World Archaeology ranging from prehistory and classical antiquity (e.g., Problems in Aegean Prehistory, In Search of the Trojan War, Great Cities) to modern era archaeology (19th/20th century AD) and modern applications of the discipline. *Prerequisite: at least one 200-level archaeology course. Offered occasionally.*

## ART & ART HISTORY

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### FACULTY

**Barbara Diduk**, Charles A. Dana Professor of Art

**Melinda Schlitt**, Professor of Art History, William W. Edell Professor of Humanities

Ward Davenny, Associate Professor of Art, Chair  
 Crispin Sartwell, Associate Professor of Art & Art History  
 Anthony Cervino, Assistant Professor of Studio Art  
 Elizabeth Lee, Assistant Professor of Art History  
 Todd Arsenault, Assistant Professor of Art  
 Phillip J. Earenfight, Director of the Trout Gallery, Associate Professor of Art & Art History

## CONTRIBUTING FACULTY

Christofilis Maggidis, Associate Professor of Classical Studies, Christopher Roberts Chair in Archaeology

## MAJOR

### ART HISTORY OPTION

Eleven courses including 101, 102; one course in studio, either 122 or 123; one course in Ancient Art, either 202 OR either ARCH 130, 210, 221, 222, or 223; one course in Renaissance Art, either 300 or 301; 313; 407; 207; and three electives in art history. Art history majors are also encouraged to consider internships or independent studies directed to future interests in the discipline; and to take German, French or Italian if they are considering graduate work in art history.

### STUDIO ART OPTION

Eleven courses including 101, 102; one course in Renaissance Art, either 300 or 301; 313; 122; either 222 or 230; 410 (including submission of position paper and portfolio for graduation); and four additional studio courses, including one at the advanced level, and at least one three-dimensional course. Seniors concentrating in studio are required to present a slide portfolio of their work in their final semester. Students electing this option are encouraged to take more studio courses than the required six. Self-developed options, including conservation and architecture programs, can be arranged.

## MINOR

101 and 102 plus four additional courses in the appropriate discipline (art history or studio), subject to the minor advisor's approval, that suit the particular interests of the student.

## SUGGESTED FOUR YEAR PROGRAM

### ART HISTORY OPTION

First Year: 101, 102

Second Year: 207 should be taken immediately after 101 and 102; 202 or ARCH 130, 210, 221, 222, 223

Third and Fourth Years: 300 or 301 or 304, 306, 313, 404; and fourth year only, 407 (offered in Fall)

*NOTE:* 391, 392 Studies in Art History, as well as independent study, should be taken in the third or fourth year, depending on the topic and the advice of the instructor and the advisor. Also, the three required electives and 122/123 can be taken at any point.

### STUDIO ART OPTION:

First and Second Years: 201, 102, 122, and 222 or 230, and 123 or 224 or 226 and/or 221, 227, 228.

Third and Fourth Years: 330, 324, 326, 327, 335, 313, 410. Upper level art history course; 314 or 315 must be taken by the third year, prior to the Fall Senior Studio Seminar.

*NOTE:* 410 must be taken Fall of senior year

**Senior Portfolio:** Students who major in art with a studio emphasis must prepare a slide portfolio of their creative work for faculty review during their senior year and are expected to mount a formal exhibition of their work. Students should meet with the department chairperson for more details.

### INDEPENDENT STUDY

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

### HONORS IN THE MAJOR

Department of Art & Art History majors may seek Honors, the highest academic award a department can bestow. Honors in the major are by the invitation of Department of Art & Art History faculty following self-nomination by February of the junior year. Students undertake a year-long independent study with an advisor, and will be expected to present their work to a Dickinson audience at the end of the senior year.

### INTERNSHIP

Through The Trout Gallery and other regional museums, galleries, art associations, commercial galleries, and architectural firms, the Department of Art & Art History offers internships to advanced students. In the past, art history majors have undertaken museum internships at The Metropolitan Museum, the Springfield (MA) Museum of Fine Arts, and the Philadelphia Museum of Art, while studio and art history majors have interned at commercial galleries in Philadelphia, Harrisburg, and New York City; these internships have included conservation and restoration work. Consult the departmental internship advisor and the college internship coordinator.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students in Art & Art History can pursue study on Dickinson programs in Toulouse, Norwich, Bremen, and Bologna, and can also undertake semester and full-year options at Dickinson-approved programs in Florence (Syracuse University, SACI) and Rome (Temple University).

### COURSES

#### ART HISTORY COURSES:

**101. 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.

**102. 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.

**201. History and Art of the Film or the Photograph** A study of the history of the film or the photograph as an art form involving mechanical reproduction. Issues of criticism and theory are also addressed.



**202. Art History and Ancient Art** This course will examine major monuments in the history of ancient Greek and Roman art and architecture from the variety of interpretive perspectives with which they have been addressed in the scholarly literature. Students will study and analyze art-historical “readings” of these monuments and compare the strengths and weaknesses of the authors’ arguments in terms of methodological approach and use of both textual and archaeological 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 meaning over time and what constitutes that meaning. *Offered every other year.*

**203. Medieval Art** European art and architecture of the Middle Ages, from the decline of Rome to the first decades of the 15th century. Particular emphasis is placed on Romanesque and Gothic cathedral architecture. *Prerequisite: 101 or permission of the instructor. Offered alternate years.*

**204. American Art** This course takes a chronological approach to the history of art in the United States from the late eighteenth century through the early twentieth century. At the start of the semester, we consider questions of how the newly-formed nation and its citizens were represented in art. We will examine how, during the heyday of Western expansion, the American landscape was variously depicted through photography and painting with the ideology of Manifest Destiny and a growing tourist industry in mind. We also discuss the challenges artists faced in the later nineteenth century in creating commemorative public statuary for the nation following a highly divisive Civil War. By the end of the nineteenth century, during America’s “Gilded Age,” dramatic shifts in race, class and gender relations account for an unprecedented level of activity in the arts. Finally, we examine the issues at stake in a thoroughly diverse and modern version of America, where homosexuality, race relations and debates about gender take center stage, alongside questions of the nation’s place in an increasingly global environment. Students can expect to leave the course with a more complex understanding of what America is and how it has been represented across history, by various artists and in a range of media, while also developing crucial skills in critical reading, writing and visual analysis. *Prerequisite: 101 or 102, American studies majors, or permission of the instructor.*

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

**206. Museum Studies** Introduces students to the history, role, nature, and administration of museums. It examines the emergence and development of museums and the political, social, and ethical issues that they face. Case studies include: government funding of the arts, the lure and trap of the blockbuster, T-Rex “Sue”, the Nazi Entartete Kunst exhibition, the Enola Gay exhibition, war memorials, the Holocaust Museum, public sculpture, conservation, museum architecture, auction houses, and the repatriation of cultural property. This course is open to all students and is especially relevant to those studying the fine arts, anthropology, archaeology, history, American studies, and public policy. *This course fulfills the Division I.c. distribution requirement. Offered every two years.*

**207. Criticism and Theory in the Arts** An introduction to critical strategies in and theoretical approaches to the visual arts from Plato through Postmodernism. Particular emphasis is placed on close analysis and discussion of texts. The course addresses issues of historiography, critical theory, and contemporary art criticism. *Prerequisite: 101 or 102 or permission of the instructor.*

**208. Japanese Art** This course is an introduction to Japanese art and aesthetics throughout the history of this culture. The study of this art occurs in the context of the civilization as a whole, as it has both changed and resisted change over time due to both internal and external forces. Students are expected to look carefully at their own preferences and prejudices with the intention of seeing them from an additional perspective. *Offered alternate years.*

**210. Chinese Art** This course is an introduction to the history and aesthetic of Chinese art. The art is studied as a primary part of the larger culture. Other elements of the culture are introduced as they are relevant to seeing the civilization as a whole. The subject matter is those arts most typical of the major dynasties, but painting is the primary overall focus. *Offered alternate years.*



**300. Italian Renaissance Art 1250-1450** A survey of painting, sculpture, and architecture in Italy from approximately 1250 to 1450. The works of Giotto, Pisano, Donatello, Ghiberti, Brunelleschi, and Massaccio, among others, will be addressed. Issues of style, patronage, and function will be considered within the political and cultural contexts of the 13th through 15th centuries. Critical and theoretical writings of the period will also be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

**301. Italian Renaissance Art 1450-1563** A survey of painting, sculpture, and architecture in Italy from 1450 through 1580. The works of Botticelli, Leonardo, Raphael, Michelangelo, Bramente, and Titian, among others, will be addressed. Issues of style, patronage, and function will be considered within the political and cultural contexts of the 15th and the 16th centuries. Critical and theoretical writings of the period will also be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

**302. Roman Painting** This course will address the antecedents of Roman wall painting in ancient Greek sources, as well as issues related to classification, genre, style, function, and artistic practice. The traditional “four styles” of Roman painting first outlined by Vitruvius and more recent proposals for reconstructing these traditional stylistic categories will be addressed, as well as questions surrounding the many purposes and effects of painting in Roman culture and society. The relationship of pictorial imagery to specific literary structures and styles during the Imperial period will also be considered along with more theoretical artistic principles such as optics, illusionism, and visual imagination in the Roman world. A variety of ancient literary sources as well as scholarly studies and critiques will form the textual basis for the course, while digital reconstructions and “virtual” movement through ancient pictorial spaces will augment the visual sources we use. *Prerequisite: Archaeology Core or 101 and 102 or 202.*

**303. Roman Portraiture** Of all visual and literary genres, portraiture is undoubtedly the most specific and elusive in western culture. Its history is as old as the ancient Greek myths about the origins of painting itself, and as recent as the current pseudo-journalistic television program entitled “Intimate Portraits.” This course will examine the tradition and evolution of ancient roman portraiture as the most prolific and enduring source of the genre from its Etruscan and Hellenistic foundations through the dissolution of the Empire in the mid-fourth century AD. Republican and Imperial iconographies, funerary genres, and contextual considerations such as the public, private, and political realms will be considered. The notion of constructing a visual identity and historical legacy through portraiture as part of Roman culture, and more specific conceptual qualities such as “realism” and “idealism,” “youth” and “age” will be discussed together with more technical issues such as dating, identifying physiognomic types, sculpting techniques. At least one trip to a regional museum or gallery will be required. *Prerequisite: Archaeology core, or 101 and 102 or 202.*

**304. Southern Baroque Art** Painting, sculpture, and architecture of the 17th-century in Italy, France, and Spain will be considered. Artists included in this course are: Caravaggio, the Carracci, Reni, Artemesia Gentileschi, Bernini, Borromini, Velasquez, and Poussin. Issues of theory and criticism will also be addressed. *Prerequisite: 101 and 102 or permission of the instructor. Offered alternate years.*

**306. Northern Baroque Art** A study of 17th-century Northern European Art with particular emphasis on Flemish and Dutch painting. Artists included in this course are Rubens, Van Dyck, Rembrandt, Hals, and Vermeer. Issues of theory and criticism will also be addressed. *Prerequisite: 101 and 102 or permission of the instructor. Offered alternate years.*

**313. Modern Art** This course surveys key artistic movements and styles in a period of roughly one hundred years, beginning with Realism in 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 the National Gallery of Art and the Hirshhorn Museum in Washington D.C. provide an opportunity to see significant works of modern art firsthand. Assigned readings incorporate both secondary sources as well as artist's manifestos and aesthetic philosophies as primary source texts. *Prerequisite: 101 and 102 or permission of the instructor.*

**314. Contemporary Art** A survey of major artists and movements from post-World War II to the present, beginning with Pop art through Postmodernism and global art today. The course will also incorporate key critical and theoretical writings from the period for discussion. *Prerequisite: 101 and 102 or permission of the instructor.*

**315. Topics in Contemporary Art** This course will address recent developments in art from 1945 to the present; focus on particular artists, works, and movements will vary. Critical and theoretical issues of the period will be discussed. *Prerequisite: 102 or permission of the instructor.*

**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.*

**404. Seminar: Topics in the History of Art** Advanced investigation of a particular artist, work, movement, or problem in the history of art. *Prerequisite: permission of the instructor.*

**407. Art Historical Methods** Study of the research tools and methodologies of art historical analysis, a study of the use of primary and secondary sources, and documents in art history. In addition, the major schools of art historical writing and theory since the Renaissance will be considered. The course has as its final project a public exhibition in The Trout Gallery curated by the seminar students. *Prerequisite: Senior Art & Art History majors only.*

#### STUDIO ART COURSES:

**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.*

**123. Fundamentals of Sculpture and Three-Dimensional Design** A studio course covering basic elements of three-dimensional composition and sculpture. Students will construct sculptures examining a range of media and fabrication techniques.

**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.

**221. Introduction to Photography** An entry-level course in black-and-white darkroom 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.

**222. 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.*

**223. Introduction to Digital Photography and Imaging** The course explores the fundamentals of digital image making and manipulation using Adobe Photoshop and related computer software. *Prerequisite: 122, 221, or permission of the instructor.*

**224. 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.

**226. Sculpture Ceramics** A sculpture course further examining three-dimensional problems covered in the basic three-dimensional design course. The course will focus on clay as the primary (but not exclusive) fabrication material. Students will examine a range of firing, glazing, and construction techniques. *Prerequisite: 123, 224 or permission of the instructor.*

**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 four major areas of printmaking woodcut, etching, lithography, and screenprinting. *Prerequisite: 122 or permission of the 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.*

**320. Advanced Photography and 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. *Prerequisite: 221, or permission of the instructor.*

**323. Sculpture** Various sculpture media will be explored including clay, plaster, wood, stone, and metals. An emphasis will be placed on carving, casting, and metal welding. *Prerequisite: 123.*

**324. Advanced Three-Dimensional Design and Sculpture** A second level three-dimensional design and sculpture course concentrating on advanced fabrication techniques, alternative building materials, and aspects of contemporary and historical practice. *Prerequisite: 123, 224, 226 or permission of the 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.*

**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.*

**330. Advanced Life Drawing** Advanced problems and issues in drawing the human form. *Prerequisite: 230 or permission of the 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. Advanced Studio** Selected advanced studio techniques and concepts. The content of each course will be altered periodically. *Prerequisite 122, 123 or permission of the instructor.*

**410. Senior Studio Seminar** A required course for senior studio students. 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. *Co-requisite: One studio course. Prerequisite: Art & Art History majors only.*

**The following course is offered in the Summer Semester in England Program:**

**105. Art in England** A topics course in the history and practice of art, using the galleries, museums and architecture of London and its environs as its focus.

The following course is offered in Bologna:

**132. The Arts of 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.

The following courses are offered in Toulouse:

**115. French Art from the Romanesque through the Baroque** This course will examine the development of medieval art, architecture and sculpture in the romanesque and gothic styles, drawing principally on regional examples. The wealth of Roman remains in southwestern France will help clarify connections between medieval art and its ancient predecessors. Classroom lecture and discussion will be augmented by on-site study of churches, cloisters and museums in the Toulouse area. Outstanding examples of private dwellings in Toulouse dating from the Renaissance will illustrate the passage between the end of the Middle Ages and the following periods. Issues of style, patronage and function will be considered with the political and cultural contexts of the 11th through the 18th centuries. *Offered only at the Dickinson Study Center in Toulouse.*

**116. French Art of the 19th and 20th Centuries** A survey of the major movements in French art from Romanticism to the present, including realism, impressionism, cubism, Dada, surrealism and abstract art. Contemporary museum collections in France, particularly those in the Toulouse region and in Paris, will furnish examples of important works. This course will pay special attention to the links between change in French society and the evolution of artistic production. *Offered only at the Dickinson Study Center in Toulouse.*

The following courses are offered in Toulouse Summer Session:

**260. Painting** 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.*

**261. Architecture and the Figure** 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.*

## ASTRONOMY

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See Physics and Astronomy.

## BIOCHEMISTRY & MOLECULAR BIOLOGY

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### CONTRIBUTING FACULTY

Thomas M. Arnold, Associate Professor of Biology

R. David Crouch, Associate Professor of Chemistry, Program Director

Kirsten A. Guss, Associate Professor of Biology, John R. & Inge Paul Stafford Chair in Bioinformatics

John H. Henson, Charles A. Dana Professor of Biology

**Pamela J. Higgins**, Assistant Professor of Chemistry

**Michael S. Holden**, Professor of Chemistry, Alfred Victor duPont Chair in Chemistry

**Kristi J. Humphreys**, Assistant Professor of Chemistry

**David B. Kushner**, Assistant Professor of Biology (on leave 2008-09)

**Michael P. Roberts**, Associate Professor of Biology

## MAJOR

Biology: any two 120-129 courses, 216, and one of the following: 417, 418, 419, or 425

Chemistry: 141, 241, 242; Elective: 355, 442 or 490 (depending upon topic)

Biology/Chemistry 342, 343; Elective: Biology 313, 326 or Chemistry 244

Mathematics: 161 or 151/152, 162

Physics: 131 or 141, 132 or 142

All Biochemistry & Molecular Biology majors are required to include a research experience as part of their undergraduate program. This requirement may be satisfied in the following ways:

- 1) an independent research project in Biochemistry & Molecular Biology
- 2) on off-campus internship for credit in Biochemistry & Molecular Biology
- 3) a research experience not covered by the above but deemed equivalent by the contributing faculty

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.

## BIOLOGY

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### FACULTY

**John H. Henson**, Charles A. Dana Professor of Biology

**Michael P. Roberts**, Associate Professor of Biology

**Carol C. Loeffler**, Associate Professor of Biology

**Anthony Pires**, Associate Professor of Biology, Chair

**Charles F. Zwemer**, Associate Professor of Biology

**Brian S. Pedersen**, Associate Professor of Biology and Environmental Science (on leave Spring 2009)

**Thomas M. Arnold**, Associate Professor of Biology

**Kirsten A. Guss**, Associate Professor of Biology, John R. & Inge Paul Stafford Chair in Bioinformatics

**David B. Kushner**, Assistant Professor of Biology (on leave 2008-09)

**Scott M. Boback**, Assistant Professor of Biology

**Mary M. Niblock**, Assistant Professor of Biology

**Amy Harper**, Visiting Assistant Professor of Biology

## MAJOR

The nine biology courses required for the major include two introductory courses numbered between 120 and 129 and seven upper level courses. To encourage introduction to a broad range of biology topics, it is recommended that students who complete two introductory biology courses at Dickinson enroll in one course from the following: 122, 125, 126 or 127 and one course from the following: 120, 12, 123, 124, or 129. The nine biology courses required for the major must include one of the following upper-level courses in botany: 320, 322, 323, 324, 325, and one of the following upper level courses in zoology: 318, 321, 330, 333, 334. In addition, CHEM 241 and 242 are required.

The nine biology courses required for the major may not include more than one course in independent study or research unless the student has received advanced placement beyond the introductory level (any two 120-level Biology courses); then two courses of independent study or research may be counted toward the major. Of the nine biology courses required for the major, at least four must be upper-division laboratory courses (exclusive of independent study-research) taken in residence at Dickinson. No more than two courses numbered between 120 and 129 will be counted toward the major requirements, and students majoring in biology are discouraged from enrolling in more than two introductory biology courses.

All biology majors must include a research experience as part of their undergraduate program. (See RESEARCH EXPERIENCE section)

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.

## MINOR

Six courses, including two introductory courses numbered between 120 and 129 and four upper level courses. The upper level courses must include one of the following courses in botany: 320, 322, 323, 324, 325, and one of the following courses in zoology: 318, 321, 330, 333, 334. In addition, CHEM 141 is required.

## SUGGESTED FOUR YEAR PROGRAM

First Year: any two 100-level Biology courses; CHEM 141, 241; MATH 161 (or 151 & 152), 162

Second Year: 313, 317, 325; CHEM 242; MATH 121

Third Year: 333, 334; PHYS 131, 132

Fourth Year: 318, 342, 417, Independent Research

## TEACHER CERTIFICATION

Students interested in preparing for teaching Biology in high school should plan to major in Biology and should include a course in Botany, Genetics, Physiology, and Ecology. The Director of Teacher Education in the Education Department should be consulted during the sophomore year.

For additional information, see the Education Department Web site.

## RESEARCH EXPERIENCE

All biology majors must include a research experience as part of their undergraduate program. This requirement may be satisfied by the successful completion of any one of the following:

- 1) an independent 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 IN THE MAJOR

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 141, 241, and 242 (or their equivalent) and transfer courses that receive biology 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. 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 Ecosystem Studies 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.

**The Dickinson Science Program 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.

**The Dickinson Science Program in Australia** Biology students have the opportunity to study for one semester at the University of Queensland (UQ) in Brisbane, Australia. The University of Queensland offers a variety of outstanding science programs ranging from premedical studies to marine education. Examples of programs in which Dickinson students have participated include ecology of the Great Barrier Reef, human anatomy, and tropical rainforest ecology. UQ was recently selected as "Australia's University of the Year."

### COURSES

**105. Biological Aspects of Contemporary Problems** Students become familiar with biological principles by focusing on a variety of contemporary problems and also analyzing the underlying biological components. *This course will not count toward a major or minor in biology. Three hours classroom a week.*

**108. Modern Natural History** Through classroom study and field trips students learn to know various fascinating living creatures from the primitive to the most complex. They are also introduced to natural history literature which relates these organisms to our cultural, social, and economic history. *This course will not count toward a major or a minor in biology. Three hours classroom a week.*

**120. Life at the Extremes: A Survival Guide** The Weddell Seal holds its breath for 40 minutes while routinely diving to a depth of 1,500 feet in -1.6°C water and Bar Headed Geese migrate at thousands of feet above the summit of Mt. Everest. How do these animals accomplish these seemingly amazing tasks? Questions of survival and more will be addressed in this study of comparative physiology. We will seek explanations of these phenomena by first evaluating the physical nature of these hostile environments and then exploring the mechanisms of survival. We will also investigate our own physiology and human limits of performance. Lecture will be enhanced by laboratory experiences in experimental physiology and vertebrate dissection. *Three hours classroom and three hours laboratory a week.*



**121. Alien Worlds** The possibility of life elsewhere in the universe is now widely accepted, but what kind of life can we expect it to be? This course considers what we know, and don't know, about the nature of life and the way it has evolved on Earth, to make a best guess about 'alien' life. Our strategy will be to investigate how biologists use theory and data to answer questions. Challenging introductory texts, news media, and scientific journals will be our major resources for discussion and laboratory studies. On finishing this course you should approach any biological news or issue with a more analytical eye, but ideally with increased fascination as well. *Three hours classroom and three hours laboratory a week.*

**122. The Biochemical Basis of Metabolic Disorders** An introductory course focusing on the various types of molecules found in living systems and the ways they function and interact in both normal and abnormal cellular metabolism. Topics include genetic and enzymatic regulation of metabolic processes, energy capture and transformation, and a series of case studies dealing with the biochemical basis of metabolic disorders. We will also compare and contrast the treatment of scientific issues in the popular press with that found in the scientific literature. The course is intended to provide students with a basic understanding of some of the principles and methodology of modern biology, and to develop their ability to distinguish between legitimate science and pseudoscience. *Three hours classroom and three hours laboratory a week.*

**123. Interactions of Plants, Animals and Fungi** Plants, animals and fungi have vastly different strategies for obtaining food, reproducing, and finding places to live. Many of the most important adaptations in each of these three groups involve fending off, partnering with, or exploiting members of the other two groups. This course considers the ways in which the three groups interact and the many consequences of these interactions for our ecosystems and for humans. In laboratory/greenhouse/field studies, lecture, and discussion we will develop an understanding of how biologists approach questions and design experiments concerning interactions, how their findings should or should not be interpreted, and how the findings are disseminated to general and scientific audiences. *Three hours classroom and three hours laboratory a week.*

**124. Biology of Behavior** This course explores the biological basis of animal behavior. We will use an evolutionary framework to consider why behaviors arise within animal species (including humans) and ask how neural systems shape, constrain and execute the types of behaviors that we observe in nature. Topics will include animal navigation, communication, mating systems and sociality. We will read selections from the primary research literature of behavioral biology as models of scientific thought and discourse. Laboratory and fieldwork will emphasize construction of good experimental questions, refinement of hypotheses, quantitative analysis of data and effective communication of research results. *Three hours classroom and three hours laboratory a week.*

**125. Understanding Cancer** Cancer is the second leading cause of death in the United states. In the year 2000, over half a million Americans died of cancer and over one million new cancer cases were diagnosed. Virtually everyone who is 18 years old or older knows someone who has battled cancer. This course explores the biology of the complex array of genetic diseases known as cancer. What is cancer, why does it occur, how is it treated, and what would it mean to our society to find a cancer cure, are just a few of the questions that will be addressed. In the laboratory, the unique characteristics of cancer cells will be investigated and treatments designed to revert these characteristics to those of normal cells will be explored. By understanding cancer, cancer research, and the promise of new cancer treatments, students should complete the course with a greater appreciation for the scientific process and the role science plays in human health. *Three hours classroom and three hours laboratory a week.*

**126. Infectious Disease versus Immune Defense** Given the variety and virulence of the hundreds of pathogens we are exposed to every day, it seems miraculous that any of us survives into adulthood. This course will consider the biology of pathogens and the immunological defense systems which help counteract them. Both a human-based and comparative approach will be employed. Lecture, discussion and lab segments will emphasize the application of knowledge, the interpretation of scientific and popular information, and the demystification of disease and immunity. Students finishing this course should



have a new found appreciation of the molecular, genetic and cellular mechanisms underlying disease and defense. *Three hours classroom and three hours laboratory a week.*

**127. This Is Your Life** This course provides an overview of the human life cycle. We will discuss development from a fertilized egg through birth, the physical and psychological maturation process that follow birth and the aging process and disease. We will also discuss ways in which humans impact each other as individuals, in society, and environment. In the laboratory portion of the course, we will perform experiments in model organisms that use the techniques and approaches that are utilized to investigate human development and health. *Three hours classroom and three hours laboratory a week.*

#### 128. BioDiscovery Topics Course

**129. Changing Ocean Ecosystems** An introduction to the biology of marine communities, including salt marshes and mangroves, intertidal zones, reefs, and deep-sea vents, among others. For each community, the physical characteristics of the environment as well as the physiological adaptations of the resident species will be examined. We will also focus on how marine communities are changing in response to anthropogenic stresses in light of concepts such as diversity indexes, keystone species, and disturbance theory. Selected readings from the primary literature and the popular press are required. Laboratory projects will emphasize experimental design and hypothesis testing. *Three hours classroom and three hours laboratory a week.*

**216. Genetics** 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: two Biology courses numbered between 120 and 129. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125.*

**313. Cell Biology** 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: two Biology courses numbered between 120 and 129. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125.*

**314. Ecology** 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: two Biology courses numbered between 120 and 129 or ENST 131, 132, or a 130-level with lab Environmental Studies course. This course is cross-listed as ENST 314.*

**315. Population Genetics and Evolution** Study of current knowledge of the evolutionary process and its genetic basis. Lecture, readings from the primary literature, laboratory investigations, and field study are used to consider evolutionary trends. Emphasis is on the new approaches that population geneticists and evolutionary biologists are using to reexamine such issues as how evolution affects gene pools; the implications of the fossil record; causes of extinctions; how species originate; relationships among living organisms; and adaptive versus non-Darwinian evolution. *Six hours classroom a week. Prerequisites: two Biology courses numbered between 120 and 129. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125. Offered every other year.*

**316. Genomics, Proteomics & Bioinformatics** The genome contains all the information required for the construction and operation of an organism. The genome directs the creation of a proteome, which is cell type and condition specific. Today, molecular biologists are able to study whole genomes and proteomes allowing for an integrative analysis of living systems. This course will explore these new genomic and proteomic techniques and their many applications. Central to these methods is the use of computer tools that facilitate the understanding of the huge data sets generated. We will learn how to use a vari-

ety of bioinformatics tools by applying them to specific questions about cell function, disease, and evolution. *Three hours classroom per week. Prerequisites: BIOL 216 or permission of instructor.*

**318. Animal Development** Material deals with descriptive embryology and the mechanisms of development including the genetic and biochemical levels. Laboratory includes observation of selected examples of invertebrate and vertebrate development and experimental investigations of developmental processes. *Six hours classroom a week. Prerequisites: two Biology courses numbered between 120 and 129. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125.*

**320. Forest Ecology & Applications** An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles, are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. *Three hours lecture and four hours laboratory each week. Prerequisites: Any combination of two courses from among the 100-level biology courses and ENST 131, 132. This course is cross-listed as ENST 340.*

**321. Invertebrate Zoology** An integrated lecture and laboratory study of the anatomy, taxonomy, evolution, ecology, physiology, and embryology of invertebrates. Representatives of the major invertebrate phyla are examined in the field and in the laboratory. *Six hours classroom a week. Prerequisites: two Biology courses numbered between 120 and 129 or ENST 131, 132, or a 130-level with lab Environmental Studies course. For Neuroscience majors, prerequisite is BIOL 124 and PSYC 125.*

**322. Plant Systematics** 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: two Biology courses numbered between 120 and 129 or ENST 131, 132. This course is cross-listed as ENST 322.*

**323. Algae, Fungi and Lichens** 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: two Biology courses numbered between 120 and 129. Offered every other year.*

**324. Plant Geography and Ecology** 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: two Biology courses numbered between 120 and 129 or ENST 131, 132, or a 130-level with lab Environmental Studies course. Offered every two years.*

**325. Plant Physiology** A study of plant structure and function, with emphasis on the flowering plants. Includes plant cells and organelles, mineral nutrition, translocation processes, and hormonal regulation of growth, development, and reproduction. Biochemical and environmental aspects of photosynthesis are emphasized. *Six hours classroom/laboratory a week. Prerequisites: two Biology courses numbered between 120 and 129. This course will fulfill the WR requirement.*

**326. Microbiology** 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: two Biology courses numbered between 120 and 129 or ENST 131 and 132. For Neuroscience majors, prerequisite is BIOL 124 and PSYC 125. Offered every other year.*

**327. Developmental Neurobiology** 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: two Biology courses numbered between 120 and 129, OR, BIOL 124 and PSYC 125, OR permission of the instructor.*

**330. Neurobiology** This course takes a cellular approach to the structure and function of nervous systems. Integrated laboratory and classroom study focus on the physical and chemical properties of neurons that make them different from other cells, and the relationships between neurons that allow nervous systems to interpret the environment and to generate behavior. Extracellular and intracellular electrical recording methods are used extensively, and are supplemented and neurochemical and anatomical techniques such as high-pressure liquid chromatography and immunocytochemistry. *Prerequisites: two Biology courses numbered between 120 and 129, OR, BIOL 124 and PSYC 125.*

**333. Physiology** A study of physiological mechanisms in the animal kingdom, stressing the structural and functional bases of biological activities. Emphasis is on vertebrate organs and organ systems. Laboratory includes experimental physiological studies of selected organisms. *Six hours classroom a week. Prerequisites: two Biology courses numbered between 120 and 129. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125.*

**334. Vertebrate Biology** An integrated lecture and laboratory study of the anatomy, embryology, physiology, and evolution of vertebrates. Representative live and dissection specimens are studied from the perspective of structure and function. *Six hours classroom a week. Prerequisites: two Biology courses numbered between 120 and 129. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125.*

**335. Microanatomy** An integrated study of the functional microanatomy of vertebrates. This course will examine the microscopic anatomy of cells, tissues, organ, and organ systems and their interrelationships. The laboratory portion of the course will cover methods of contemporary histologic technique and will include independent experimental projects. *Prerequisites: two Biology courses numbered between 120 and 129. Offered every other year. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125.*

**340. Photobiology** An integrated study of the effects of light upon living organisms at the molecular, organismic, and ecosystem levels. Examines the regulatory role of light in a variety of biological responses, as well as application of the principles of photobiology to current problems in medicine and agriculture. Includes lecture/discussion, laboratory, and student research projects. *Prerequisites: two Biology courses numbered between 120 and 129. Offered every two years.*

**342. Structure and Function of Biomolecules** 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: CHEM 242; an introductory biology course is highly recommended. This course is cross-listed as CHEM 342.*

**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. This course is cross-listed as CHEM 343.*

**348. Computer Simulation Modeling** Computer simulation modeling is a way to develop scientific understanding. A key element of computational science, computer simulation modeling is the representation of systems with mathematics; computers do the mathematical calculation. This course considers biological, chemical, and physical systems, with interdisciplinary applications in environmental science and other fields. For the course project, students model systems related to their individual interests. No experience with computer programming or calculus is required. *Six hours of integrated lecture and laboratory each week. Prerequisites: Any three courses in natural science and/or mathematics. This course is cross-listed as ENST 348. This course fulfills the lab-science distribution requirement.*

**380. Immunology** A team-taught study of the biological and chemical aspects of the field of immunology. The areas covered include immunochemistry, immunogenetics, cell-mediated immunity, and immunopathology. Emphasis in the class and the laboratory will be on the process and analysis of experimental investigation. *Also listed as Chemistry 380. Prerequisite: One Biology course numbered between 120 and 129 or CHEM 242 or BIOL 313 or permission of the instructor. Offered every other year.*

**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. Subject matter varies based upon the interests of instructor and students. This course satisfies the requirement for a research experience for the biology major. *Prerequisites: two Biology courses numbered between 120 and 129, and one upper-level biology course.*

**417. Molecular Genetics** 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 a week. Prerequisites: two Biology courses numbered between 120 and 129, BIOL 317. For Neuroscience majors only, prerequisite is BIOL 124 and PSYC 125.*

**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: two Biology courses numbered between 120 and 129 and BIOL 216, or permission of instructor.*

**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 and CHEM 242*

**421. Symbiosis** A concentrated study of the biology of association between dissimilar organisms, including representative parasites of man. Readings in the recent literature, examination of different levels of intimacy through selected field and laboratory exercises with living and preserved organisms, and directed individual research projects exploring less well known associations will be employed in the learning experience. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 129, and one 300-level biology course, and permission of the instructor. Offered occasionally.*

**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: 313, 316, 318, 326, or 380*

**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: 216, 313, 316, 318, 326, or 380, or permission of instructor.*

The following course is offered in January term:

**304. Field Study of Marine Carbonate Environments (Bahamas)** *See course description with Geology 304 listing.*

## CHEMISTRY

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### FACULTY

**Michael S. Holden**, Professor of Chemistry, Alfred Victor duPont Chair in Chemistry, Chair

**Cindy Samet**, Associate Professor of Chemistry

**R. David Crouch**, Associate Professor of Chemistry

**Amy Witter**, Associate Professor of Chemistry

**Pamela J. Higgins**, Assistant Professor of Chemistry

**Kristi J. Humphreys**, Assistant Professor of Chemistry

**Sarah K. St. Angelo**, Visiting Assistant Professor of Chemistry

### MAJOR

1. Core Courses:

General: 141

Organic: 241, 242

Analytical: 243

Physical: 244, 341

Biochemistry: 342

Inorganic: 347

Advanced Laboratory: 352

One elective numbered above 352.

2. PHYS 141 and 142 (or 131 and 132).

3. MATH 161 (or 151, 152) and 162.

4. A research experience\* that may be fulfilled by completion of an approved laboratory-based research project at Dickinson or an off-campus site.

Dickinson's Chemistry Department is approved by the American Chemical Society; all graduates receive an American Chemical Society certified degree.

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

## MINOR

141 and 5 courses in chemistry, excluding 109, 111, 112.

## SUGGESTED FOUR YEAR PROGRAM

First Year: 141, 241; MATH 161 (or 151 & 152), 162

Second Year: 242, 243, 244; PHYS 141, 142 (or 131,132)

Third Year: 341, 342, 347, 352

Fourth Year: Advanced chemistry courses

\* The research experience may be fulfilled in one of three ways. Students planning a major in chemistry can undertake research in a faculty member's laboratory during the semester for research credit (CHEM 550). Alternatively, there are a limited number of opportunities for students to work with faculty during the summer for an eight week period. Students receive a stipend for their work, and this fulfills the research experience. Finally, students can also fulfill the research experience by completing an approved laboratory-based research project at an off-campus site, such as those offered and funded through the NSF-REU program.

In general, the research experience should be undertaken as early as is feasible in a student's career, and it is advised that students planning graduate work in chemistry consider even more research than the minimum detailed here.

## TEACHER CERTIFICATION

Students interested in preparing for teaching Chemistry in high school should schedule a major in Chemistry and should plan to follow the Teacher Certification Program their senior year. The Director of Teacher Education in the Education Department should be consulted during the sophomore year.

For additional information, visit the Education Department Web site.

## INDEPENDENT STUDY OR RESEARCH

Independent study or research is available to students who are prepared for it. Normally this requires the completion of 141 as a minimum, and for most independent research projects more advanced courses are required. Interested students should talk with faculty members in the Department to arrange a topic for independent work.

Chemistry majors 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 an approved off-campus industrial or academic internship.

## HONORS IN THE MAJOR

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 summer and semester) research project. A minimum GPA of 3.30 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

### **The Dickinson Science Program 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.

### **The Dickinson Science Program in Australia**

Chemistry students have the opportunity to study for one semester at the University of Queensland (UQ) in Brisbane, Australia. The University of Queensland offers a variety of outstanding science programs. UQ was recently selected as "Australia's University of the Year."

## COURSES

**111. Topics in Chemistry** This course will apply Chemical concepts to topical areas such as nanotechnology, Chemistry in history, the environment and forensic science. *Three hours classroom and two hours laboratory a week. This course sequence will not count toward major or minor requirements in biology, biochemistry-molecular biology, or Chemistry. Students who decide to pursue further studies in Chemistry after completion of 111 must enroll in 141. Students may take two different sections of this course for credit.*

**141. Foundations of Chemistry** An introduction to Chemical principles in a laboratory-based course designed for students planning to major in one of the natural sciences. Three broad topics are studied: Chemical reactivity, atomic and molecular structure as the basis of reactivity, and Chemical equilibrium. Course emphasizes repeating themes, such as periodicity, reactivity, and stoichiometry. *Three hours of classroom and 3 hours of laboratory per week. CHEM 141 is for students who are planning to major in a science (Chemistry, Physics, Biology, Environmental Science, Geology, Neuroscience), or are Pre-Health.*

**210. Environmental Chemistry** An interdisciplinary course emphasizing fundamental and descriptive aspects of the sources, reactions, transport, and effects of chemical species in water, soil, air, and living systems. The laboratory portion of this course will focus on techniques which are utilized to detect the presence and reactivity of these chemicals in the environment. *Three hours classroom and (1) four hour laboratory a week. Prerequisite: 141 or permission of the instructor. Course to be offered Fall 2009.*

**241. Synthesis and Reactivity I** 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

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 a week. Prerequisite: 141.*

**242. Synthesis and Reactivity II** 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 a week. Prerequisite: 241.*

**243. Modern Chemical Analysis** 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?). *Prerequisite: 141.*

**244. Equilibrium Systems** 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 a week. Prerequisites: 141, MATH 162 or concurrent enrollment.*

**341. Energy and Structure** 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 a week. Prerequisites: 141, MATH 162 and PHYS 141 or 131, or concurrent enrollment, or permission of the instructor.*

**342. Structure and Function of Biomolecules** 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. This course is cross-listed as BIOL 342.*

**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: 242. This course is cross-listed as BIOL 343.*

**347. Concepts of Inorganic Chemistry** 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. *Prerequisites: 244, 341 or concurrent enrollment.*



**352. Integrated Laboratory** This course sequence emphasizes extended individual and group projects that cross the traditional boundaries between analytical, biological, inorganic, organic, and physical chemistry. Students use a wide variety of advanced laboratory techniques to solve chemical problems that demonstrate the interdependence of these traditional areas of chemistry. Students are expected to communicate the results of their work in oral and written presentations. *Two four-hour sessions a week. Prerequisites: 243, 244, 341 and 342 or concurrent enrollment. This course will fulfill the WR requirement.*

**355. Bioorganic Chemistry** This course covers applications of organic chemistry to biological systems. Topics include the techniques used to study bioorganic pathways as well as the mechanisms of selected bioorganic processes. *Three hours classroom per week. Prerequisite: 242.*

**442. Case Studies in Biochemistry** Topics, such as prion proteins and DNA repair, will be used to reinforce basic concepts in Biochemistry in addition to exposing students to the current literature. The course will consist of a combination of lectures, discussions, and student presentations. *Three hours classroom a week. Prerequisite: BIOL/CHEM 342.*

**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 a week. Prerequisite dependent upon topic.*

## CHINESE

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See East Asian Studies.

## CLASSICAL STUDIES

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### FACULTY

**Christopher A. Francese**, Associate Professor of Classical Studies

**Marc Mastrangelo**, Associate Professor of Classical Studies, Chair

**Christofilis Maggidis**, Associate Professor of Classical Studies, Christopher Roberts Chair in Archaeology

**Meghan Reedy**, Assistant Professor of Classical Studies

### CONTRIBUTING FACULTY

**Ted Pulcini**, Associate Professor of Religion

**Melinda Schlitt**, Professor of Art History, William W. Edel Professor of Humanities

### MAJOR

A major in Classical Studies consists of ten courses, in one of the following combinations:

- A. 6 courses in Latin above 102, including at least one at the 300-level, 2 courses in Greek at any level, and two other courses in classical civilization.
- B. 6 courses in Greek above 102, including at least one at the 300-level, plus 2 courses in Latin, and two other courses in classical civilization.
- C. 8 courses in Latin above 102, including at least one at the 300-level, and two other courses in classical civilization.

D. 8 courses in Greek above 102, including at least one at the 300-level, and two other courses in classical civilization.

## MINOR

A minor in Classical Studies consists of six courses, in one of the following combinations:

- A. Five courses in Latin above 102, including one at the 300 level, and one other course in classical civilization.
- B. Five courses in Greek above 102, and one other course in classical civilization.
- C. Three courses in Latin or Greek above 102, and three other courses in classical civilization.

## TEACHER CERTIFICATION

Certification for secondary teaching is offered. Interested students should contact the department. Students planning secondary school teaching are urged to seek advice from the Department of Education.

For additional information, visit the Education Department Web site.

## INDEPENDENT STUDIES

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

## HONORS IN THE MAJOR

Honors may be granted in Classical Studies for a two-semester project that results in a well-researched, sophisticated, finely crafted thesis within the range of sixty to one hundred pages. Students are self-selected but acceptance as an Honors candidate is based on the judgment of the department faculty and their assessment of the student's academic ability and potential for successfully completing the project. They will work closely with one advisor but will receive guidance and resources from other members of the department. Only the best projects will be granted Honors, but any student who completes the project will receive credit for the two semesters of independent study. For a detailed project schedule, see the Classical Studies Web site.

## 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. Students may also participate in archaeological survey, excavation and museum research at Mycenae with Prof. Christofilis Maggidis.

## COURSES

### GREEK

**\*101, 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.

**107. Intensive Modern Greek for Archaeologists** An intensive introductory course aimed at preparing archaeology students to work, live, and travel in Greece, and function at a Greek excavation. The focus is on professional vocabulary used in archaeology and on basic oral interactions (speaking and listening comprehension) as well as reading, writing and recording finds in Greek. *Offered every spring, and*

*supplemented with non-credit summer instruction on site in Greece with ARCH 301: Fieldwork in Classical Archaeology. This course will NOT fulfill the language requirement.*

**111. 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.*

**112. 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.*

**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: 112 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: 112 or the equivalent. Offered every two years.*

**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: 112 or the equivalent. Offered every two years.*

**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.*

**332. Greek Comedy** Play(s) from the corpus of Aristophanes will be read. Readings in English help stimulate discussion of structure, technique and political-historical context of Aristophanes' comedy. *Prerequisite: at least one course at the 200-level or the equivalent. Offered every two years.*

**393, 394. 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, 102. First-Year Latin** All the fundamentals of Latin grammar and the study of vocabulary. These courses prepare students to read classical authors in the original.

**111. 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.*

**112. Introduction to Roman Poetry** Selected readings from Catullus and Ovid, with focus on poetic technique, and discussion of supplementary readings in English. *Prerequisite: 102 or the equivalent.*

**233. Roman Historians** Readings from Roman historians such as Sallust, Caesar and Livy, with study of Roman political values. *Prerequisite: 112 or the equivalent.*

**234. Ovid** Selections from the Metamorphoses with study of the more important Greek and Roman myths and their modern reception. *Prerequisite: 112 or the equivalent.*

**241. Early Christian Latin** Selections from Augustine's Confessions, Prudentius' Psychomachia, and/or the corpus of Claudian and Ausonius. Attention is paid the intellectual and literary culture of the late 4th century AD. *Prerequisite: 112 or the equivalent. Offered every two years.*

**242. Vergil, Aeneid** Selections from the epic, with emphasis on Vergil's literary aims and technique. *Prerequisite: 112 or the equivalent. Offered every third year.*

331. **Cicero** Letters and speeches, with stress on the political life of the age of Cicero. *Prerequisite: at least one course at the 200-level. Offered every third year.*

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.*

351. **Tacitus** Readings in the Annals, with emphasis on Roman historiography, Tacitus as historian and historical source. *Prerequisite: at least one course at the 200-level. Offered every third year.*

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.*

393, 394. **Seminar** Readings and conferences on selected areas of Latin literature. Emphasis on research skills. *Prerequisite: at least one course at the 200-level. Offered occasionally.*

## CLASSICAL CIVILIZATION

200. **Special Topics in Classical Civilization** 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 Division I or Division II distribution requirement depending upon topic. *Prerequisite dependent upon topic.*

## CLASSICAL LITERATURE AND MYTHOLOGY

100. **Greek and Roman Mythology** A general introduction to the texts and narratives of the chief myths of Greece and Rome and their impact on Western civilizations with special reference to the fine arts: music, sculpture, painting, and literature.

110. **Introduction to Greek Civilization** Reading and discussion of key literary and historical works of ancient Greece, including works by Homer, Thucydides, the Greek tragedians and comedians, with consideration of the Greek intellectual enlightenment, Athenian democracy and the Athenian empire in their historical and cultural contexts. The literature is read in English translation. This course will fulfill a literature requirement in the arts and humanities distribution requirement. *Offered every other year.*

120. **Roman Private Life** Aspects of Roman History (c. 100 BC to AD 100), including family, role and power of women, sexuality, slavery and its variants, work, the environment and its pollution, medicine, reproduction and its management, religion, philosophies, magic, gladiatorial and animal shows, and chariot racing. Readings include modern historians and primary documents (in translation). *Offered every two years.*

130. **Women in Antiquity** This course examines the lives and roles of women in three periods of Greco-Roman antiquity: Classical Greece, Late Republic/ Early Empire Rome, and Early Christian Rome. Topics include the ancient construction of gender, sexuality, marriage, and the social and legal status of women. Literary and artistic remains provide the basis of writing and discussion which will be informed by current anthropological and feminist approaches. *Offered every two years.*

## CLASSICAL ARCHAEOLOGY

221. **Greek Art and 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.*

**224. Roman 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.*

## CLASSICAL HISTORY

**251. Greek History** A survey of the history of ancient Greece from 700 to 400 BC. Particular attention is devoted to the relationship of Sparta and Athens, the development of democracy and the cultural achievements of the fifth century BC. *Offered every other fall.*

**253. Roman History** A survey of the history of ancient Rome from 133 BC to AD 69. Particular attention is devoted to issues and men who brought about the fall of the Republic and the creation of the Empire of Rome. *Offered every other fall.*

### 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.

**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.

**301. Fieldwork in Classical Archaeology** Archaeological excavation and geoprospection survey for four to six weeks at the Citadel and the Lower Town of Mycenae in Greece (DEPAS Project). The dig provides training for students in the techniques and methods of field archaeology. *Admission by permission of the instructor; ARCH 201 recommended. May be repeated for credit. If taken as part of the archaeology major, the course satisfies either the Field Experience requirement or counts as an elective in the classical area emphasis. If taken more than once it both satisfies the Field Experience requirement and counts as an elective in the classical area emphasis. This course is cross-listed as ARCH 301.*

## COMPARATIVE CIVILIZATIONS

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### COURSES

**102. Selected Problems in Civilizational Analysis** Exploration of some problem of general human significance as it has been dealt with by two or more of the world's major civilizations.

**105. Non-Western Civilizations** A sustained study of a particular non-Western civilization: India, China, Japan, civilizations of the Middle East, Africa, or ancient America.

**200. Special Topics in Non-Western Studies** Exploration of topics of general human significance as they have been dealt with in one or more of the world's non-Western civilizations.

**490. Issues in Comparative Civilizational Studies** A faculty-student seminar intended for the joint discussion of questions of method and substance arising in the comparative study of civilizations.  
*Prerequisite: Permission of the instructor(s).*

No major or minor is offered in the program.

Courses offered in other departments which fulfill the comparative civilizations graduation requirement are listed each semester with course offerings on the Registrar's Web site.

## COMPUTER SCIENCE

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See Mathematics & Computer Science.

## CREATIVE WRITING

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### CONTRIBUTING FACULTY

**Carol Ann Johnston**, Associate Professor of English and Creative Writing, Martha Porter Sellers  
 Chair in Rhetoric and the English Language (on leave 2008-09)  
**Susan Perabo**, Associate Professor of English, Writer-in-Residence  
**Adrienne Su**, Associate Professor of English, Poet-in-Residence

### MINOR:

This minor may be undertaken in conjunction with any major at the college; it is not an emphasis within the English major. Within the minor, students must select an area of concentration in either fiction or poetry. Required classes for the minor:

**ENGL 218: Creative Writing: Fiction or Creative Writing: Poetry.** Students must take this course in the genre of their concentration. This is an introductory course in which students read complete exercises and write stories or poems to be discussed in class.

Two additional courses at the 200-level that focus on creative or critical writing. These courses may include but are not limited to 212, 214, and 220.

**ENGL 339** (when topic is Craft of Poetry or Craft of the Short Story) Students must take this course in the genre of their concentration. This course focuses on literature from the perspective of the writer (as opposed to the critic), tracing the development of the form of the genre.

**ENGL 318** (when topic is Advanced Poetry or Advanced Fiction) Students must take this course in the genre of their concentration. This is a workshop course that focuses on advanced techniques in the genre.

One 300-level literature course. This course can be taken in any department, in any language. This course should emphasize the genre of the student's concentration.

**ENGL 418: Senior Workshop.** Students must complete one substantial body of work in their chosen genre. This course may combine poets and fiction writers or may be taught as a tutorial.

## DANCE & MUSIC

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See also Theatre & Dance listing.

See also Music listing.

Inter-arts major in coordination with the Department of Music and the Department of Theatre & Dance.

### FACULTY

Members of the Department of Theatre & Dance and the Department of Music.

### PRINCIPAL ADVISORS

**Sarah Skaggs**, Director of Dance, Assistant Professor of Dance

**Blake Wilson**, Associate Professor of Music

### MAJOR

This major integrates studies in history, theory, and practice of the arts of dance and music. The core curriculum consists of the following 10 courses: THDA 102, 104, 204; MUSC 101, 102, 125, 126, and 354; plus two credits of dance technique (or THDA 200 plus one course in dance technique). To complete the major, students take the three courses for either of the following tracks:

**Research Track:**

THDA 314

MUSC 245, 246

**Practicum Track:**

THDA 220, 304

MUSC 255, 256

For course descriptions, see Theatre & Dance and Music listings.

## EAST ASIAN STUDIES

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### FACULTY

**Rae Yang**, Associate Professor of Chinese Language and Literature and East Asian Studies (on leave 2008-09)

**Minglang Zhou**, Associate Professor of East Asian Studies, Chair

**Neil J. Diamant**, Associate Professor of Asian Law and Society

**Shawn M. Bender**, Assistant Professor of East Asian Studies

**Alex Bates**, Assistant Professor of Japanese Language and Literature

**Akiko Meguro**, Lecturer of Japanese Language

**Hiroe Aoto**, Visiting International Scholar in East Asian Studies

**Shuang Zhang**, Visiting International Scholar in East Asian Studies

**Wenyuan Gao**, Visiting International Scholar in East Asian Studies

**Jin Wu**, Visiting International Scholar in East Asian Studies

### CONTRIBUTING FACULTY

**Michael J. Fratanuono**, Associate Professor of International Studies, Business and Management

**Ann M. Hill**, Professor of Anthropology

**Dengjian Jin**, Associate Professor of International Business and Management, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in International Studies, Business and Management,

David Strand, Charles A. Dana Professor of Political Science (on leave Fall 2008)

Neil Weissman, Professor of History, Provost/Dean of the College, Russell I. Thompson Chair of the Dean of the College

## MAJOR

11 courses.

### **Required Courses:**

1. JPNS 211, 212 or CHIN 211, 212 (or equivalent)
2. 101
3. One course that focuses on an East Asian country that is not the focus of language study
4. 490 (senior research)
5. One 300-level Colloquium

### **Electives:**

1. Three humanities courses focusing on East Asia (including one literature course)

201  
202  
203  
205  
305  
ARTH 208  
ARTH 210  
RELG 130  
RELG 230  
RELG 330  
PHIL 246

2. Three social science courses focusing on East Asia

206  
207  
306  
ANTH 232  
COCV 105 (when topic is relevant)  
HIST 120  
HIST 360  
HIST 361  
HIST 215 (when topic is relevant)  
HIST 404 (when topic is relevant)  
INBM 200  
INBM 300 (when topic is relevant)  
POSC 190 (when topic is relevant)  
POSC 254  
POSC 255  
POSC 290 (when topic is relevant)  
Other courses on Asia with departmental consent

*NOTE:* Two upper-level language courses (JPNS 231/232; CHIN 231/232) may be substituted for one elective from the humanities (but not literature) and one elective from the social sciences.



## MINOR

Six courses including two language courses in Japanese or Chinese beyond the 100-level and at least four other East Asian courses, one of which could be an advanced language course. Students already proficient in Chinese or Japanese through the 232-level must take, as at least one of their six courses, a language course appropriate to level of proficiency. In addition, and for all students, one of the six courses should be either EASN 101 or a course that includes the country that is not the focus of language study.

## HONORS IN THE MAJOR

Any consideration for Honors in East Asian Studies takes GPA within the major and overall GPA into account but is neither precluded nor guaranteed by them. Oral presentations, fielding of questions, and the exhibition of an overall mastery of the research subject and its context comprise the major criteria for the awarding of Honors. On the basis of a composite of these factors, the EASN faculty may decide to award honors to deserving students. Announcements of Honors will occur at Commencement exercises.

## COURSES

**101. Introduction to East Asia** An interdisciplinary study of East Asian civilizations. The course provides a framework for understanding by introducing students to traditional social and cultural patterns in East Asia and to the variety of transformations that have taken place there.

**201. Chinese Literature** This course is a survey of Chinese literature from 3000 years ago to the present. By looking at its origin in ancient myths, folklore and Taoist philosophy; examining the impact of Confucianism, Buddhism and certain historical events; tracing the development of genres and literary traditions, and sampling masterpieces, students will get an overview of Chinese literature and become familiar with the major writers in both premodern and modern periods. *This course satisfies Division I.b. and Comparative Civilization distribution requirements.*

**202. Japanese Literature** This course is an introduction to Japanese literature from the earliest times to the present. While introducing great works and important genres of Japanese literature (in English translation), the course will explore various issues central to this literature, such as love, death, national identity, nature, gender and literary genre, while placing the works in their historical and cultural contexts. *This course satisfies the Division I.b. and Comparative Civilizations distribution requirement.*

**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.

**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. *This course satisfies the Division I.a. or Division I.c. distribution requirement, depending on topic and Comparative Civilizations.*

**206. Topics in East Asian Society** Selected topics in East Asian society: e.g., Modern Japanese Culture, Chinese Society, Chinese Emperors, The Chinese City. *This course satisfies the Division II and Comparative Civilizations distribution requirement.*

**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. This course satisfies the Comparative Civilizations and, depending on the topic, Division I.a. or Division I.c. distribution requirement. 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 majors and non-majors who have taken courses in related fields or permission of the instructor.*

**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. This course satisfies the Division II and Comparative Civilizations distribution requirements. 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.*

**490. Senior Research** Leading to a senior thesis and jointly supervised by at least two faculty in the program. (See above: Honors in the Major.)

**The following course is offered in China:**

**207. China Practicum** 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.

## CHINESE

### MINOR

Five courses: Four Chinese language courses beyond Intermediate CHIN 212. One additional 300-level (or higher) Chinese language course or one non-language East Asian course on China.

NOTE: The Chinese minor is open to non-East Asian Studies majors only.

**\*101, 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.

**\*211, 212. 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.*

**\*231, 232. Advanced Chinese** Advanced reading, writing, speaking, and understanding of the Chinese language for students who have completed Chinese 212. This course aims to enhance the students' understanding of Chinese culture and introduce them to issues in contemporary China through reading and discussion. *Prerequisite: 212 or the equivalent.*

**\*361, 362. Advanced Chinese II** Reading of selected literary works by modern Chinese writers and articles from Chinese newspapers and magazines. These courses involve more sophisticated conversation and composition on important social, political, and economics issues in China. *Prerequisite: 232 or permission of the instructor.*

**380. Topics in Modern Chinese Reading** The course covers a selected topic or selected topics, such as Chinese literature, culture, politics, economy, education, ethnicity, law, and history. It analyzes the readings with focuses on both the topic(s) and the language. It advances students' speaking, reading, and writing proficiency in specific subjects while broadening their background and native knowledge in

these areas too. It can be taken more than once when the topics are different. *Prerequisite: 362 or the equivalent.*

## JAPANESE

### MINOR

Five courses: Four Japanese language courses beyond Intermediate JPNS 212. One additional, 300-level (or higher) Japanese language course or one non-language East Asian course on Japan.

NOTE: The Japanese minor is open to non-East Asian Studies majors only.

\*101, 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.

\*211, 212. **Intermediate Japanese** The aim of these courses 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.*

\*231, 232. **Advanced Japanese** The emphasis in these courses is placed on enhancing the students' fluency and acquiring increasingly creative skills through composition, oral presentation and discussion. *Prerequisite: 212 or permission of the instructor.*

\*361, 362. **Advanced Japanese II** The emphasis in these courses is placed on polishing and refining the students' language skills. Emphasis is placed on covering more sophisticated materials such as newspapers, magazine articles, film and literature. *Prerequisite: 232 or permission of the instructor.*

The following course is offered in Japan:

208. **Japan Practicum** 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.

## ECONOMICS

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### FACULTY

Charles A. Barone, Professor of Economics

William K. Bellinger, Associate Professor of Economics

Sinan Koont, Associate Professor of Economics

Edward A. McPhail, Associate Professor of Economics, Chair

Nicola Tynan, Associate Professor of Economics

Ebru Kongar, Assistant Professor of Economics

Andrew Farrant, Assistant Professor of Economics

## CONTRIBUTING FACULTY

**Stephen E. Erfle**, Associate Professor of International Business and Management

**Michael J. Fratantuono**, Associate Professor of International Studies, Business and Management

## MAJOR

111, 112, 268, 278, 288, three other economics electives, and a senior economics seminar are required for the major. At least two of the economics electives must be at the 300-level or above. In addition, majors are required to take MATH 161 (or 151/152) and MATH 121 (or INBM 220). INBM 220, Managerial Economics, can be used as a 200-level elective for both the major and minor in Economics. INBM 200, Global Economy, can only be used as a 200-level elective for the minor.

## MINOR

Six economics courses including 111 and 112 and four other economics electives at the 200-level or above. INBM 200 and INBM 220 both count towards the minor.

## SUGGESTED FOUR YEAR PROGRAM

First Year: Fall: 111, and MATH 161 (or 151), or MATH 121; Spring: 111 or 112 and MATH 161 (or 152) or MATH 121

Second Year: Fall: 111 or 112 or 268, 278, or 288, and MATH 161 or MATH 121; Spring: 112 and 268, 278, or 288

Third Year: Fall: 268, 278, or 288 and 200 or 300-level economics electives; Spring: 268, 278, or 288 and 200 or 300-level economics electives. Note: There is enough scheduling flexibility for study abroad in the junior year.

Fourth Year: Fall: Senior Seminar and/or 200 or 300 level economics elective; Spring: Senior Seminar and/or 200 or 300 level economics elective

## TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

## INDEPENDENT STUDY

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 IN THE MAJOR

Any student with a 3.33 average in the major may undertake a two-course independent research project. Honors in the major will be awarded if the two courses are over and above the nine required courses, if a grade of A or A- is earned on the project, and if the departmental oral examination on the project is successfully completed.

## COURSES

**100. Contemporary Economics** A general introduction to the subject matter and analytical tools of economics as a social science, with particular emphasis on contemporary economic issues such as poverty, inequality, unemployment, inflation, international trade, environmental deterioration, economic growth, competition, and monopoly. Designed for those not intending to major in economics or who

want to find out what economics is all about. *This course does not count towards the major or minor in economics. Students who have taken 111 and/or 112 cannot take this course for credit.*

**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.

**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. A Contemporary Economic Issue** A current economic topic that has important public policy implications is examined. The topic, to vary from time to time, will be announced prior to registration. *Prerequisite: 111 and/or 112 or 100 depending on the topic.*

**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. *This course is also cross-listed as Environmental Studies 222. Prerequisite: 111 or 100.*

**223. American Capitalism** Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from political economy, American Studies, and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations, and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions, such as the media, that shape American culture. *Prerequisite: 100 or 111 recommended but not required.*

**225. Poor in America** This course explores the cultural and ideological basis of American beliefs about economic inequality and poverty as well as the nature, extent, and causes of poverty. It focuses on labor markets from economics and political economy perspectives, and it covers human capital and education, job availability and skill requirements; race, class, and gender discrimination; and upward and downward mobility. The history of anti-poverty and welfare policy, as well as current policy debates, is also explored. *Prerequisite: 100 or 111 recommended but not required.*

**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, welfare reform, subsidies for the arts, and housing policy for the poor, among others. Whenever possible, this course will include one or more group research projects related to the Central Pennsylvania region. Past projects have included the economic impact of Dickinson College and an analysis of the economic and social conditions in Carlisle's Hope Station neighborhood. *Prerequisite: 111 or permission of the instructor.*

**236. Latin American Economies** The goal of this course is to survey the economic history, environment, and institutions of Latin American countries, as well as the current problems facing Latin America and their possible solutions. Among the topics to be considered are the region's colonial heritage, industrial-

ization strategies, agricultural reforms, debt crises, attempts at regional integration (including NAFTA), and efforts to revise the role of the state. *Prerequisite: 100 or 111/112, or permission of the instructor.*

**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 121 or INBM 220.*

**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: 112 and MATH 161 or 152.*

**288. Contending Economic Perspectives** A study of heterodox economic theories including radical, post-Keynesian, institutional, steady state, and neo-Austrian economics. The historical evolution of these different perspectives is traced and the core theory and methods of each is appraised. *Prerequisite: 100 or 111/112.*

**314. Special Topics** See ECON 214 above. Special advanced topics. *Prerequisite dependent upon topic.*

**332. Economics of Natural Resources** 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: 222.*

**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.*

**347. 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 or 100. Recommended: 268.*

**348. International Economics** An analysis of the determinants of international trade patterns, the causes and consequences of public policies to control trade, the operation of the international monetary system, and its effect on national economies. In addition, rich and poor country relationships, theories of imperialism, and the emerging role of multinational corporations are considered. While the neoclassical approach dominates, alternative paradigms will be explored. *Prerequisite: 268 and 278.*

**349. Political Economy of the Third World** An analysis of the causes of and proposed solutions to world poverty from an international political economy perspective. Includes a study of the colonial legacy of the Third World, underdevelopment as a regressive process, alternative development strategies, social and political structures, and simple growth and planning models. Neoclassical, structuralists, dependency, and Marxist approaches are explored. Designed for economics majors and other students interested in international studies and Latin American Studies. *Prerequisite: 111 and 112, or 100. Offered every other year.*

**350. Industrial Organization and Public Policy** A study of the relationships between market structure, conduct, and economic performance in U.S. industry. Emphasis will be on the manufacturing sector and specific industries will be examined. A brief introduction to antitrust and regulation is also covered. Debate within the main stream is examined. *Prerequisite: 278.*

**351. The Economics and Politics of Regulation** This course examines the political and economic underpinnings of regulation in the American economy and the economic effects of those regulations. Topics covered include the political economy of regulation, direct regulation of monopoly market, and public policy towards non-monopoly sources of allocative inefficiency. *Prerequisite: 278.*

**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.*

**371. Topics in Economic History** An introduction to a variety of controversial issues in European and American economic history. Topics include the transition from feudalism to capitalism, the effects of British mercantilist policies on the colonies, the economics of slavery, and what caused the Great Depression. Emphasis is on issues in 19th and 20th century U.S. economic history. A variety of theoretical perspectives are explored. *Prerequisite: 111 and 112.*

**376. Alternative Economic Systems** A study of the goals and means of economic systems that are fundamentally different from our own. The systems considered are both theoretical models, such as those of perfectly competitive capitalism and market socialism, and actual cases, such as the Soviet Union, China, Yugoslavia, Japan, and Cuba. Countries studied vary. *Prerequisite: 111 and 112.*

**473. History of Economic Thought** A critical appraisal of the origins and evolution of significant economic theories. Selected writings are analyzed in detail as representative expressions of major paradigms within the discipline. *Prerequisite: 111 and 112.*

**474. Econometrics** Theory and applications of multiple regression analysis. The specification and estimation of econometric models, hypothesis testing, and interpretation of results. Emphasis is on practical applications from macro- and microeconomics using both cross-section and time-series data. *Prerequisite: 268, 278, MATH 121 and 161 or 152.*

**475. Mathematical Economics** Selected topic, to be announced prior to the course request period, in theoretical or applied economics, using mathematical or statistical techniques. *Prerequisite: 268 and/or 278 plus MATH 161 or 152 or permission of the instructor.*

**495, 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 or permission of the instructor.*

## EDUCATION

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### FACULTY

**Pamela S. Nesselrodt**, Associate Professor of Education, Director of Teacher Education, Chair

**Sarah D. Bair**, Assistant Professor of Education (on leave Fall 2008)

**Elizabeth C. Lewis**, Assistant Professor of Education

**Lance Landauer**, Visiting Assistant Professor of Education

**William G. Durden**, President of the College, Part-time Professor of German and Education

**Robert J. Massa**, Vice President for Enrollment Management and College Relations, Part-time Professor of Education

### CONTRIBUTING FACULTY

**Mark Overstreet**, Assistant Professor of Spanish



## MINOR

**Option I.** For students seeking teacher certification. Students seeking certification in the areas for which Dickinson College is accredited by the Pennsylvania Department of Education will complete the coursework as listed below (Teacher Certification Program), along with the student teaching experience (EDUC 461-462), earning a total of 8 credits in the Education Department.

**Option II.** For students not seeking certification. Students not seeking certification will complete the same coursework, with the exception of EDUC 461-462. These students will instead complete a 1-credit internship, earning a total of 6 credits in the Education Department. Students not seeking certification may major in a wider range of disciplines and be prepared to work as educators in public history settings such as museums, libraries, foundations, and other institutions.

*NOTE:* Students are responsible for providing their own transportation for all field experiences, internships and student teaching.

## CERTIFICATE

Upon completion of the Education Program, required PRAXIS series testing, and the baccalaureate degree, students are eligible for Pennsylvania's secondary school (grades 7-12) certification in their major areas. Pennsylvania has reciprocity agreements with 46 other states. The department offers a minor. Specific information about requirements and the program can be obtained from the Education Department, or visit the Education Department Web site.

## SUGGESTED FOUR YEAR PROGRAM

First Year: Begin Major Field, 121

Second Year: 221; Application to the program

Third Year: 333 and 343

Fourth Year: Professional Semester

*NOTE:* Students going abroad during the junior year should apply to the program before their departure and take 333 and 343 during their fourth year.

## TEACHER CERTIFICATION PROGRAM

The teacher education program consists of (1) foundational course work, (2) methods coursework and (3) the professional semester in teacher education. Certification programs include biology, chemistry, earth and space science, English, French, general science, German, Latin, mathematics, physics, Spanish, and social studies (requires a major in history, political science, economics or American Studies with coursework in the other areas). For additional information, visit the Education Department Web site.

### FOUNDATIONAL COURSEWORK

EDUC 121: Social Foundations of Education; EDUC 221: Educational Psychology.

### METHODS COURSEWORK

EDUC 333: Models of Instruction for Diverse Learners; EDUC 343: Student Assessment.

### PROFESSIONAL SEMESTER COURSEWORK

EDUC 452: Issues/Trends in Teaching English OR EDUC 453: Issues/Trends in Teaching Foreign Language OR EDUC 454: Issues/Trends in Teaching Social Studies OR EDUC 455: Issues/Trends in Teaching Science OR EDUC 456: Issues/Trends in Teaching Math; EDUC 458: Curriculum Design;



EDUC 461-462: Student Teaching (two courses); EDUC 463: Seminar in Teaching (one-half course)  
OR EDUC 708: Internship (one course).

### STUDENT ORGANIZATIONS

The Benjamin Rush Chapter of the Student Pennsylvania State Education Association is an organization that all students interested in the education program should join upon admission to Dickinson College. Members of SPSEA can apply for membership in Kappa Delta Pi, an international education honor's organization, during the second semester of their sophomore year. Admission to Kappa Delta Pi will be based on academic grade point average and service to the education profession. Kappa Delta Pi members will have opportunity to apply for Dickinson College sponsored scholarships during their junior or senior years. Those scholarships will provide either full tuition for a ninth semester (one semester beyond graduation) or a stipend during their student teaching semester. In addition the college will provide a budget for speakers, conference attendance, and other professional activities for members of Kappa Delta Pi and SPSEA.

### COURSES

**121. Social Foundations of Education** A survey of the legal, philosophical, political, and sociological contexts of American education. Students examine the ideals and the day-to-day practices of our system through introduction to research on the following topics: competing definitions of an educated person, the university and the community college, the comprehensive high school, school politics at the local, state, and national levels, the Supreme Court and desegregation, reform movements, and the teaching profession and teachers' unions. The course includes a 20-hour field experience.

**221. Educational Psychology** An examination of physical, cognitive, and psychological developmental theories and research as well as theories of learning and their related current teaching practices in middle-school and secondary classrooms. Issues related to inclusion, exceptionalities, race, class, gender, and multiple intelligences are explored. The course includes a 20-hour field experience in an area middle or secondary school. *Prerequisite: 121.*

**333. Models of Instruction for Diverse Learners** An introduction to instructional planning and to current research-based trends in instructional methodology for a variety of content areas for both transcendent and adolescent learners with a particular emphasis on meeting the needs of diverse learners. Primary activities of the course include determining intended learning outcomes, choosing appropriate instructional models, selecting effective instructional materials and technologies, and planning for implementation of lessons as well as critiquing the implementation of instructional models. The course requires a 15 clock hour field experience in an area middle or secondary school. *Prerequisites: 121, 221. Co-requisite: 343.*

**343. Student Assessment** An examination of student-involved classroom assessment issues and strategies ranging from the role of assessment to defining achievement targets to assessment alternatives. Communications related to assessment including classroom perspectives on standardized testing, report cards, student portfolios, and conferences are also addressed. An on-going project based on planning and developing various forms of assessment needed to determine student achievement of intended learning outcomes for a unit of instruction provides meaningful practice within the course framework. *Prerequisites: 121, 221. Co-requisite: 333.*

**391. Topics in Education** This course is organized around several research topics, such as: literacy and numeracy, schooling in cities, the history of Western educational thought, the liberal arts curriculum, systems of schooling in European and Asian countries, graduate and professional schools, the testing industry, political education, and the Supreme Court and public schooling. *Open to juniors and seniors.*

## THE PROFESSIONAL SEMESTER

Requires a 3.5 week block of intensive coursework and 12 weeks of full-time supervised student teaching.

**452. Issues/Trends in Teaching English** An introduction to the theoretical and practical aspects of teaching English in middle and secondary schools. The course also addresses reading and writing in the content area as well as the use of instructional technology in the middle/secondary English classroom. *Prerequisites: 121, 221, 333, 343 and admission to the Teacher Education Program. Co-requisites: 458, 461-462, and 463.*

**453. Issues/Trends in Teaching Foreign Languages** An introduction to the theoretical and practical aspects of teaching Foreign Languages in middle and secondary schools. The course also addresses reading and writing in the content area as well as the use of instructional technology in the middle/secondary Foreign Language classroom. *Prerequisites: 121, 221, 333, 343 and admission to the Teacher Education Program. Co-requisites: 458, 461-462, and 463.*

**454. Issues/Trends in Teaching Social Sciences** An introduction to the theoretical and practical aspects of teaching Social Studies in middle and secondary schools. The course also addresses reading and writing in the content area as well as the use of instructional technology in the middle/secondary Social Studies classroom. *Prerequisites: 121, 221, 333, 343 and admission to the Teacher Education Program. Co-requisites: 458, 461-462, and 463.*

**455. Issues/Trends in Teaching Science** An introduction to the theoretical and practical aspects of teaching Science in middle and secondary schools. The course also addresses reading and writing in the content area as well as the use of instructional technology in the middle/secondary Science classroom. *Prerequisites: 121, 221, 333, 343 and admission to the Teacher Education Program. Co-requisites: 458, 461-462, and 463.*

**456. Issues/Trends in Teaching Math** An introduction to the theoretical and practical aspects of teaching Math in middle and secondary schools. The course also addresses reading and writing in the content area as well as the use of instructional technology in the middle/secondary Math classroom. *Prerequisites: 121, 221, 333, 343 and admission to the Teacher Education Program. Co-requisites: 458, 461-462, and 463.*

**458. Curriculum Design** An introduction to curriculum design that focuses on the consideration of a rationale for the curriculum, decisions about student learning outcomes, the organization and sequence of appropriate teaching strategies, and establishing assessment methods. Students design an integrated unit that is implemented during the Student Teaching experience. *Prerequisites: 121, 221, 333, 343 and admission to the Teacher Education Program. Co-requisites: 456, 461-462, and 463.*

**461-462. Student Teaching** Students teach full-time for 12 weeks in the cooperative assignment. Both the College supervisor and the cooperating teacher provide observation and evaluation of student teacher performance. Travel and personal expenses incurred are the responsibility of the student. Three full courses. *Prerequisite: 121, 221, 333, 343 and admission to the professional semester, and successful demonstration of necessary teaching competencies in all block courses.*

**463. Seminar in Teaching** An integrative seminar devoted to the on-going study of teaching pedagogy and practical problem solving in the classroom assignment. Topics vary depending on the interests and needs of the students, but may include professional associations, content-specific pedagogy, exceptional children and inclusion issues, education resources, and classroom management. Field trips and guest lectures are expected. *One-half course. Meets 13 weeks, one afternoon for two hours coinciding with student teaching. Prerequisite: 121, 221, 333, 343 and admission to the professional semester.*

# ENGLISH

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## FACULTY

**Sharon O'Brien**, Professor of English and American Studies, James Hope Caldwell Professor of American Cultures

**Thomas L. Reed, Jr.**, Professor of English

**Robert P. Winston**, Professor of English

**B. Ashton Nichols**, Professor of English Language and Literature, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in the Liberal Arts

**David L. Kranz**, Professor of English and Film Studies (on leave 2008-09)

**Robert D. Ness**, Associate Professor of English

**K. Wendy Moffat**, Associate Professor of English

**Sharon M. Stockton**, Associate Professor of English

**Carol Ann Johnston**, Associate Professor of English, Martha Porter Sellers Chair in Rhetoric and the English Language (on leave 2008-09)

**Susan Perabo**, Associate Professor of English, Writer-in-Residence, Chair

**Adrienne Su**, Associate Professor of English, Poet-in-Residence

**Victoria Sams**, Assistant Professor of English

**David M. Ball**, Assistant Professor of English

**Lynn Johnson**, Assistant Professor of English

**Paul R. Gleed**, Assistant Professor of English

**Sha'an Chilson**, Visiting Assistant Professor of English and Director of Writing

**Judy Gill**, Director of the Writing Center, Instructor in English

## MAJOR

Eleven courses, of which the following are required: 101, 220, six courses at the 300-level (two must be pre-1800 and two post-1800), 403 and 404. In addition, one elective to be selected from 101, 212, 213, 214, 218, or the 300-level. Only one 339 creative writing may count toward the six 300-level courses. At least two 300-level courses must be taken at Dickinson.

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 which, taking into account student interests, offers some breadth in approach and subject matter while enabling an examination of a particular area in some depth.

Transfer students and others who need a special schedule for completing the major must have their programs approved by the chairperson.

## MINOR

Six courses, including the two introductory courses (101, 220) and a minimum of three courses at the advanced literature level (320-399), at least one of which must involve works written before 1800.

## TEACHER CERTIFICATION

Majors who wish to secure certification must take the following courses, preferably before enrolling in the professional semester of teacher certification: 211, 212, or 214; 213 or 313; 403/404. Also, two courses in literature written before 1800 and two courses in literature written after 1800. Students should select courses in American, English, and World literature to fulfill the certification requirements. Interested students should seek advice from both their advisor and the Director of Teacher Education.

For additional information, visit the Education Department Web site.

## INDEPENDENT RESEARCH AND INDEPENDENT STUDY

Independent research is open to junior and senior majors. Independent studies in both literature and writing are open to sophomores, juniors, and seniors. The department distributes a list of professors and their specialties to assist students in developing suitable projects. Proposals are normally submitted during the semester before the study is to be undertaken.

## HONORS IN THE MAJOR

A student who wishes to be considered for honors in the major must be recommended by the faculty member who is instructing the section of 403/404 in which the student is enrolled. Each candidate must produce a manuscript of truly extraordinary merit (breadth, depth, and sophistication), beyond the normal standards of the grade of "A." A project recommended for honors shall have come about as a result of one's independent research culminating during the workshop semester (404), and shall be awarded only by a vote of the English Department upon the recommendation of a faculty committee appointed by the Chair.

An additional option exists for students who wish to pursue honors in a creative writing project. In this case, the project will be called English 550: Independent Research and shall be undertaken in addition to the regular 403/404 sequence. The student assumes the responsibility to locate appropriate faculty direction for such a project, and at its conclusion the director shall decide whether or not to recommend the student's work for honors.

## INTERNSHIPS

Students who are interested should gain experience by writing for *The Dickinsonian* or *The Dickinson Review*, the college's literary journal. English majors have done internships with state and local government agencies, newspapers, public relations firms, and the media.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

Majors and prospective majors should investigate opportunities early in their sophomore year. The Dickinson Program in Norwich, England, and other overseas programs can be integrated into an English major's curricular requirements. The department chairperson should be contacted for details.

## CO-CURRICULAR PROGRAM

### BELLES LETTRES SOCIETY

Founded in 1786, the Belles Lettres Society is one of the oldest active literary societies in the country. In addition to sponsoring a variety of events for Dickinson writers and readers, Belles Lettres publishes *The Dickinson Review*, a national literary magazine.

## 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.

**220. Critical Approaches and Literary Methods** An introduction to the basic questions that one may ask about a literary text, its author, and its audience. The foundation course for the English major, English 220 covers several critical approaches from a growing list of theories that includes: formalism, feminism, Marxism, race and ethnicity studies, historicism, deconstruction, psychoanalytic theory, queer theory, and reader-response theory. Mastering a few of these critical approaches will supply the fundamental theoretical tools that students will use to read prose, dramatic work, and poetry. The course also offers instruction in the fundamental elements of critical writing. *Prerequisite: 101. Does not fulfill the Division I.b. distribution requirement. Must be taken in residence at Carlisle campus.*

## RHETORIC, LANGUAGE, AND WRITING COURSES

These courses, open to majors and non-majors alike, explore the nature of language and the rhetorical practices of expository and/or creative writing. These courses do not fulfill the Division I.b. distribution requirement.

**211. 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.

**212. Writing: Special Topics** A course in analytical thinking and writing which develops expository skills through the exploration of such topics as literature, popular culture, sport in American life, and journalism. Seminars, workshops, group tutorials, or individual instruction.

**213. Structure of English** The origin and growth of British and American English, along with a survey of grammatical notions and methodologies from the traditional to the transformational. NOTE: The topic in the fall semester is "The Structure of English Grammar." The topic in the spring semester is "The History of the English Language."

**214. Teaching Writing: Theory and Practice** Instruction in rhetorical theory and the teaching of writing. Intended primarily for training student consultants in the Dickinson College Writing Program. *Prerequisite: permission of the instructor.*

**218. Creative Writing** A workshop on the writing of fiction, poetry, drama, or the personal essay.

**312. Advanced Expository Writing** Recommended for students with demonstrated competence in writing skills, this course pays special attention to sophisticated critical analysis, development of ideas, and style. *Prerequisite: permission of the instructor on the basis of a writing sample.*

**313. Linguistics, the Scientific Study of Natural Human Language** This course is concerned with the nature of language and communication, how it is structured and how it functions. In the first part of the course, we will deal with the structural components of language, of its sounds and words and syntax; in the second section we will discuss the properties of linguistic meaning and the ways speakers and groups of speakers differ from each other in the forms they use. Finally, we will examine how languages change over time and how languages are related. *Prerequisite: 220, or the appropriate intermediate language course or permission of the instructor. This course will fulfill the QR requirement.*

**318. Advanced Creative Writing** Writing and discussion of fiction, poetry, and drama. *Prerequisite: 218 or permission of the instructor.*

## ADVANCED COURSES IN LITERATURE, THEORY, AND FILM

These courses deepen the discussions of the essential questions that one asks of literary texts, their authors, and their readers. As organized below, 300-level courses may emphasize one or more particular

critical perspectives or reading methods, strengthening students' sense of themselves as readers. Courses at this level will ask students to evaluate and to make arguments based upon literary evidence and secondary sources while mastering various research techniques. *NOTE: for all 300-level American literature courses, prerequisites are 220 or AMST 202 (American Studies majors only) or permission of the instructor.*

**Studies in Literature and Theory (320-329)** Courses that highlight one or two critical perspectives in considering a body of literature or explore one or more literary theories.

**320. History of Literary Theory** A historical survey of Western conceptions of the use and meaning of literature, from Aristotle to the present. *Prerequisite: 220 or permission of the instructor. Does not fulfill the Division I.b. distribution requirement.*

**327. Feminist Theory** Explores the connections between gender and literary expression by considering a variety of feminist theories (e.g., literary, cultural, psychoanalytic, deconstructionist) and primary texts. *Prerequisite: 220 or permission of the instructor. Does not fulfill the Division I.b. distribution requirement.*

**329. Special Topics in Literature and Theory** May include Shakespeare and psychology, word and image, the dark side of human nature, new historicism and the romantics, or Marxist approaches to the detective novel. *Prerequisite: 220 or permission of the instructor.*

**Studies in Form and Genre (330-339)** Courses that focus upon the formal properties of various works, or study genres as they develop within or across historical periods and/or cultures.

**334. The Lyric** The lyric poem as English and American poets developed it from the 17th through the 20th century. *Prerequisite: 220 or permission of the instructor.*

**335. Film Studies** Study of classic and other films grouped in a variety of ways. Topics may include Shakespeare and the cinema, world film, and the European cinema. *Prerequisite: 220 or permission of the instructor.*

**339. Special Topics in Form and Genre** May include Renaissance tragedy, the romance, development of the novel, 17th-18th century satire and its classical models, or autobiography and memoir. *Prerequisite: 220 or permission of the instructor.*

**Studies in Literature and Culture (340-349)** Courses that emphasize the interplay of texts and their cultural or multicultural contexts.

**345. Women Writers** Explores the connections between gender and literary expression by examining the social, cultural, and literary patterns linking the lives of women writers with their works. *Prerequisite: 220 or permission of the instructor.*

**348. Native American Novel** Explores the American Indian experience in the novels of such authors as Momaday, Silko, Welch, McNickle, and Allen. *Prerequisite: 220 or permission of the instructor.*

**349. Special Topics in Literature and Culture** May include new literatures in English, African writing, twice-told tales, the emergence of the novel, Irish literature, and popular literature. *Prerequisite: 220 or permission of the instructor.*

**Studies in Literature and History (350-389)** Courses that focus upon the intersections and mutual influences of history and literature.

**A. Studies in Literature written before 1800 (350-359)** Courses, variously configured, involving works written by a number of authors within or across a number of literary periods up to 1800.

**350. Studies in Medieval Literature** Explores texts written from the 9th to the 15th century in England and on the continent. Topics may include the medieval romance, 14th century literature, and the literature of courtly love. *Prerequisite: 220 or permission of the instructor.*

- 352. Studies in Renaissance Literature** Examines texts written in England from the late 15th to the late 17th century. Topics may include Renaissance drama, the Elizabethan sonnet, and 17th century poetry. *Prerequisite: 220 or permission of the instructor.*
- 354. Studies in Restoration and 18th Century Literature** Study of texts written in England from the late 17th to the end of the 18th century. Topics may include the poetry, drama, or prose fiction of the period. *Prerequisite: 220 or permission of the instructor.*
- 358. Studies in Early American Literature** Concentrates on texts produced before 1830 in America. Topics may include witchcraft at Salem, early American poetry, fiction in early America, and the origins of the American literary tradition. *Prerequisite: 220 or permission of the instructor.*
- 359. Special Topics in Literature before 1800** Focuses on texts and historical contexts that span the periods noted above. Topics may include medieval and Renaissance drama, images of women in medieval and Renaissance literature, Shakespeare's Chaucer, or culture and anarchy in the 18th century. *Prerequisite: 220 or permission of the instructor.*
- B. Studies in 19th and 20th Century Literature (360-379)** Courses, variously configured, which involve, for the most part, works written from the early 19th century to the mid-20th century in Britain (including its empire) and the United States.
- 360. Studies in 19th Century British Literature** Examines works written by a number of authors in the Romantic and Victorian eras. Topics may include Romantic and Victorian poetry and the 19th century novel. *Prerequisite: 220 or permission of the instructor.*
- 364. Studies in Modern Fiction and Poetry** Examines works by a number of authors in the modernist tradition. Topics may include the modern novel or modern Anglo-American poetry. *Prerequisite: 220 or permission of the instructor.*
- 366. Studies in Drama** Examines the dramatic literature of the Western world from the formative period of the late 19th century to the middle of the 20th century, with emphasis on performance values and close reading of scripts. Topics may include modern drama and American drama. *Prerequisite: 220 or permission of the instructor.*
- 370. Studies in American Literature** Explores texts written in America after 1830, for the most part. Topics may include the American renaissance, American autobiography, and American poetry. *Prerequisite: 220 or permission of the instructor.*
- 374. The American Novel** Examines novels by a number of authors in the context of American history. *Prerequisite: 220 or permission of the instructor.*
- 376. The American Short Story** Explores short stories by selected authors considered in the context of American history. *Prerequisite: 220 or permission of the instructor.*
- 379. Special Topics in 19th and 20th Century Literature** May include romantic postmodernism, the Irish renaissance, post-colonial literature, the Edwardians, and political literature between the world wars. *Prerequisite: 220 or permission of the instructor.*
- C. Studies in Contemporary Literature (380-389)** Courses, variously configured, involving works written by a number of authors from the mid-20th century to the present.
- 383. Contemporary American Fiction** Study of novels, short stories, and (fictive elements in) autobiographies by contemporary Americans, with special attention to interconnections between literature and the era. *Prerequisite: 220 or permission of the instructor.*
- 387. Contemporary Drama** Drama in the contemporary Western world with emphasis upon performance values and close reading of scripts. Plays by O'Neill, Sartre, Beckett, Ionesco, Pinter, Williams, Miller, Mamet, Stoppard, Fugard, and others. *Prerequisite: 220 or permission of the instructor.*



**389. Special Topics in Contemporary Literature** May include contemporary American poetry, post-modern British and American fiction, Anglo-Irish poetry, and contemporary women writers. *Prerequisite: 220 or permission of the instructor.*

### AUTHORIAL STUDIES (390-399)

Courses devoted to the literary corpus of one or two authors, with special emphasis on the interaction between the authors' lives and their art, and on the question of their canonical status.

**390. Chaucer** The poet and his century, with emphasis on *The Canterbury Tales*. *Prerequisite: 220 or permission of the instructor.*

**392. Shakespeare** A selection of plays and poems, seen from various critical perspectives, which emphasizes the development and distinctiveness of the author. *Prerequisite dependent upon topic.*

**394. Milton** Detailed study of the poetry and prose with emphasis on the development of Milton as a poet. *Prerequisite: 220 or the permission of the instructor.*

**399. Topics in Authorial Studies** May include Donne and Herbert, Pope, Austen in her time, Wordsworth, Willa Cather, Woolf, Hemingway and Faulkner, or Toni Morrison. *Prerequisite: 220 or permission of the instructor.*

### 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, 404. Senior Literature Seminar and Workshop** Demonstration, under close supervision, of a command of the critical reading and writing expected of a student major in English. Various topics and approaches. Each workshop requires 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. *Prerequisite: Open to senior English majors and others by permission of the department chair.*

## ENVIRONMENTAL STUDIES AND ENVIRONMENTAL SCIENCE

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### FACULTY

Candie C. Wilderman, Professor of Environmental Science, Chair  
Michael K. Heiman, Professor of Environmental Studies and Geography  
Brian S. Pedersen, Associate Professor of Biology and Environmental Science  
H. Eugene Wingert, Visiting Instructor in Environmental Science  
Julie D. Vastine, Director of the Alliance for Aquatic Resource Monitoring (ALLARM)  
Jennifer Halpin, Director of the Dickinson College Farm

### CONTRIBUTING FACULTY

Thomas M. Arnold, Associate Professor of Biology  
Jeremy R. Ball, Assistant Professor of History  
Benjamin R. Edwards, Associate Professor of Geology (on leave Fall 2008)  
James G. Ellison, Assistant Professor of Anthropology  
Kjell Enge, Associate Professor of Anthropology



**Susan M. Feldman**, Professor of Philosophy (on leave Spring 2009)

**Marcus M. Key, Jr.**, Professor of Geology (Director of the Dickinson Science Program in England, 2008-10)

**Andrea B. Lieber**, Associate Professor of Religion, Sophia Ava Asbell Chair in Judaic Studies

**Carol Loeffler**, Associate Professor of Biology

**B. Ashton Nichols**, Professor of English Language and Literature, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in the Liberal Arts

**Jeffrey W. Niemitz**, Professor of Geology

**Hans Pfister**, Associate Professor of Physics (on leave Fall 2008)

**Theodore Pulcini**, Associate Professor of Religion

**Nicola Tynan**, Associate Professor of Economics

**Jeremy Vetter**, Assistant Professor of History

**Amy E. Witter**, Associate Professor of Chemistry

## MAJORS

**Environmental Studies Major:** All majors take the core curriculum consisting of 111 or 215, 131, 132, 222, 330, 335 or 340, 406, ECON 100 or 111, and MATH 121. Environmental Studies majors must then take an additional lab science, an internship, independent study, or independent research, and four courses which form a focus cluster.

**Environmental Science Major:** All majors take the core curriculum consisting of 111 or 215, 131, 132, 222, 330, 335 or 340, 406, and ECON 111. An Environmental Science major must also develop, in consultation with her or his academic advisor, a theme consisting of eight additional courses. The theme courses must be courses in the natural sciences, computer science, or mathematics that concern a particular challenge in environmental science (e.g., climate change, effects of pollution on human health). Required theme courses, which must be chosen for their relevance to the theme topic, are listed below:

At least one biology course numbered 300 or above;

At least one mathematics course;

At least one of these pairs of physical science courses:

CHEM 141 and another chemistry course that requires CHEM 141 as a prerequisite,

Including GEOL 231 (Chemistry of Earth Systems)

PHYS 131, 132

PHYS 141, 142

At least two of these integrative courses from different departments:

BIOL 314 (Ecology)

BIOL 324 (Plant Geography and Ecology)

CHEM 210 (Environmental Chemistry)

ENST 310, when approved by the department

ENST 335 or ENST 340 (a course may not fulfill requirements in both core curriculum and theme)

GEOL 207 (Paleontology)

GEOL 220 (Environmental Geology)

GEOL 221 (Oceanography)

PHYS 314 (Energy and Environmental Physics)

And other courses as approved by the department.

## MINOR

The following five courses: 111, 131, 132, 222, 406 and one of the following three courses: 330, 335 or 340.

## SUGGESTED FOUR YEAR PROGRAM

### ENVIRONMENTAL STUDIES

First Year: 131, 132; ECON 100 or 111

Second Year: 111, 222; 335 or 340; MATH 121

Third Year: Focus cluster courses (on campus or abroad); additional lab science; 330

Fourth Year: 406; focus cluster courses; internship

### ENVIRONMENTAL SCIENCE

First Year: 131, 132; ECON 111

Second Year: 222; 335 or 340; PHYS 131 and 132, OR 141 and 142; CHEM 141 and another

Chemistry course that requires 141 as a prerequisite; one Math course

Third Year: one Biology course numbered 300 or above; other theme requirement courses (on campus or abroad); 111

Fourth Year: 330 and 406; other theme requirement courses

*NOTE:* Students considering either major are advised to consult with a member of the Environmental Studies Department. Since courses listed for any term may be offered at the same time or not offered due to faculty availability, it is essential to be flexible in planning and choosing courses. To minimize problems, satisfy major and distribution requirements as early as possible.

## INDEPENDENT RESEARCH AND INDEPENDENT STUDY

The ENST Department encourages students who demonstrate maturity, motivation and academic preparedness to undertake independent research and independent study projects.

Independent study allows a student to pursue an academic interest outside the listed course offerings. The study may include experimental (lab or field) work, 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. Typically the results of independent research are presented at a professional conference, regional meeting, or other public forum.

Students interested in pursuing independent study or independent research should make arrangements with supervising faculty no later than the course request period.

## HONORS IN THE MAJOR

The distinction of Honors in Environmental Science and Environmental Studies is awarded by the Department to graduating seniors who have met the requisite academic standards. These include completion of a two-credit independent research project under faculty guidance and maintenance of a minimum GPA of 3.0 in all courses required or applied toward the major (including courses from other departments and thematic focus courses). The student's final GPA must be certified at the end of the Senior year just prior to graduation.

The honors project must have an oral and a written component. The oral component is presented before a faculty review committee consisting of the Environmental Studies Department Faculty and the Faculty Research Advisor (if not from the Department). The written component may be done with acknowledged assistance from the Faculty Research Advisor and must be in a format suitable for peer review at a professional meeting and/or for a peer-reviewed journal in the appropriate field of inquiry.

Detailed guidelines for department honors are available through the Department Chairperson.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

Environmental Studies students are encouraged to participate in the following programs abroad: School for Field Studies, where students can participate in a field-based integrated environmental studies curriculum in one of five locations around the world; the Dickinson Science Program in Norwich, England, where environmental studies and science majors can take courses at an internationally-known environmental science center at the University of East Anglia; the Semester in Environmental Science at the Marine Biological Laboratory in Woods Hole, Massachusetts, where students can participate in a rigorous field-based program in aquatic sciences; and the Dickinson Program in Queensland, Australia, which offers a wide variety of excellent Environmental Studies and Science courses. Information on many other opportunities for Environmental Studies students is available at the Office of Global Education.

## CO-CURRICULAR PROGRAM

**ALLARM:** The Alliance for Aquatic Resource Monitoring (ALLARM) is a department-sponsored professional organization that partners with Pennsylvania communities who are working to document and mitigate the effects of water pollution through volunteer-based water quality monitoring programs. Founded in 1986 by Professor Candie Wilderman, ALLARM is staffed by Dickinson students under the supervision of the Director, Julie Vastine and Assistant Director Jinnie Woodward. ALLARM staff provide technical support, training and assistance to community-based watershed organizations. Staff are responsible for water quality training assistance, development of laboratory and field sampling protocols, maintenance of a quality control/quality assurance program, publicity, community presentations, office management, data management, data analysis and interpretation, and publication of a newsletter. ALLARM also supports the academic curriculum by providing opportunities for community-based research and course work. Contact Julie Vastine, [vastine@dickinson.edu](mailto:vastine@dickinson.edu), Director of ALLARM, for internship and employment opportunities.

**Dickinson College Farm:** The Dickinson College Farm was started in 2007 to address the growing interest in sustainable agriculture and renewable energy on campus. The college farm is an expansion of the Student Garden (started in 1999) and continues to increase campus and community awareness on issues relating to food, health, and alternative energy. The Dickinson College Farm is located on 30 acres in the town of Boiling Springs, just six miles from campus. Students work with farm staff to raise produce for the college dining hall through field work and greenhouse production. The farm employs organic agricultural practices to ensure sustained land stewardship, as well as to support the area's biodiversity. In addition to its focus on food production for campus use, the farm serves as a living laboratory for students, faculty and local community. The farm supports academic interests through student and faculty research, hosting labs and field trips, as well as serving as an off-campus class site. For more information on this exciting Dickinson program, please contact Jennifer Halpin, Director of the College Farm Program [halpinj@dickinson.edu](mailto:halpinj@dickinson.edu).

## COURSES

**111. Environment, Culture, and 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. *This course satisfies the Division I.a. distribution requirement.*

**131, 132. Environmental Science** An integrated, interdisciplinary study of natural environmental systems and human impact on them. Basic concepts of ecology and energy will be examined and utilized

to study world resources, human population dynamics, pollution, and human environmental health. Field study will be emphasized. *Three hours classroom and three hours laboratory a week.*

**202. Energy Resources** See course description with GEOL 202 listing. Prerequisite: any 100-level course in Geology or ENST 132.

**205. Environmental History** Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resource frontiers, and diverse perceptions of nature. *This course is cross-listed as HIST 205.*

**214. Ecological Anthropology** See course description with ANTH 214 listing.

**215. Jewish Environmental Ethics** See course description with JDST 215 listing. Offered every three years in rotation with the offering of ENST 111. This course is cross-listed as JDST 215 and RELG 215.

**220. Environmental Geology** See course description with GEOL 220 listing. Prerequisite: Two 100-level Geology courses OR ENST 131 and 132. This course is cross-listed as GEOL 220.

**221. Oceanography** See course description with GEOL 221 listing.

**222. Environmental Economics** See course description with ECON 222 listing. Prerequisite: ECON 100 or 111.

**230. International Environmental Challenges** Environmental problems, human perceptions of environmental problems, and approaches to solving environmental problems differ around the world. This course will compare environmental challenges in different countries and examine the factors that make each country's environmental situation unique. The international nature of many environmental problems and their solutions will also be explored. Prerequisite: Two natural science courses or permission of the instructor. Generally offered in Spring in a two-year alternating sequence with 390.

**260. Contemporary Science: Energy and the Environment** See course description with SCIE 260 listing.

**310. Special Topics in Environmental Science** An interdisciplinary intermediate-level approach to the study of environmental problems and policy analysis. The course is project-oriented, with students bringing the experience and perspective of their own disciplinary major to bear on a team approach to the analysis and proposed resolution of an environmental problem. Topics vary depending on faculty and student interests, and on the significance of current affairs. *Three hours of classroom and three hours of laboratory a week. Prerequisite: Dependent upon topic or permission of instructor.*

**311. Special Topics in Environmental Studies** An interdisciplinary course on special environmental studies topics to be offered on the basis of faculty interest, need, and demand. Recent topics have included loss of biodiversity, sustainable agriculture, forests, air pollution, and climate change. *No laboratory. Prerequisite: Dependent upon topic or permission of the instructor.*

**313. Geographic Information Systems** Geographic Information Systems (GIS) involves the collection, analysis, and display of spatially referenced information. It is used in a wide variety of fields involving the natural and social sciences. This course will introduce students to the fundamental concepts of computerized geographic information systems. It will combine an overview of the general principles of GIS and spatial data management with training on one of the most widely used GIS software packages, ArcView (Environmental Systems Research Institute). Students will work on independent problem-based projects related to environmental issues throughout the semester. *Three hours of classroom and three hours of laboratory per week. This course will count as an elective for Geology majors.*

**314. Ecology** See course description with BIOL 314 listing. *Prerequisite: any two 100-level Biology courses numbered between 120 and 129, or ENST 131, 132.*

**320. Hydrogeology** See course description with GEOL 320 listing. *Prerequisite: GEOL 220, 231 or permission of instructor.*

**322. Plant Systematics** See course description with BIOL 322 listing. *Prerequisite: any two 100-level Biology courses numbered between 120 and 129, or ENST 131, 132, or a 130-level with lab Environmental Studies course.*

**330. Environmental Disruption and Policy Analysis** This course examines the interrelationships of people with their environments in advanced industrial societies, specifically the science behind regulation and the U.S. regulatory response on air and water pollution, toxic and solid waste management, and workplace hazards. It considers the conflicts and compatibility of economic growth, social justice, and environmental quality under capitalism. Local and extended field trips emphasize the students' analysis and interpretation of social and physical parameters at waste repositories and environmental management facilities. *Three hours classroom and four hours laboratory a week. NOTE: This is a Writing Intensive Course. Prerequisite: 131 and 132, or a 130-level with lab Environmental Studies course, or permission of instructor.*

**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: 131 or science major. Generally offered in the fall in a two-year alternating sequence with 340.*

**340. Forest Ecology & Applications** An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles, are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. *Three hours lecture and four hours laboratory each week. Prerequisite: Any combination of two courses from among the 100-level Biology courses and ENST 131, 132. This course is cross-listed as BIOL 320. Generally offered in the fall in a two-year alternating sequence with 335.*

**348. Computer Simulation Modeling** Computer simulation modeling is a way to develop scientific understanding. A key element of computational science, computer simulation modeling is the representation of systems with mathematics; computers do the mathematical calculation. This course considers biological, chemical, and physical systems, with interdisciplinary applications in environmental science and other fields. For the course project, students model systems related to their individual interests. No experience with computer programming or calculus is required. *Six hours of integrated lecture and laboratory each week. Prerequisites: Any three courses in natural science and/or mathematics. This course is cross-listed as BIOL 348. This course fulfills the lab-science distribution requirement.*

**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.*

The following course is offered during Summer School only.

**110. Wild Resource Management** This course will examine the management of natural resources (the manipulation of the environment to achieve human goals) at the state, national, and global levels. The course will examine natural resource management in Pennsylvania by studying the role of the Pennsylvania Department of Conservation and Natural Resources as managers of Pennsylvania's 17 million acres of state forest and park land. The course will also examine the nature of wildlife management conducted by the Game Commission and the Fish and Boat Commission. These state management practices and policies will be compared with national and global trends. Other topics will include: soil resources, farming technologies, water resources, and the current political controversy over water and wetlands at the state and federal levels. Other issues pertaining to natural resources will be discussed as appropriate.

The following course is offered during January term only.

**304. Field Study of Marine Carbonate Environments.** *See course description with GEOL 304 listing.*

For more information visit the Environmental Studies Department Web site.

## ESL

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### COURSES

**100. English Composition** Especially useful to students for whom English is a second language. Seminars, small group tutorials, or individualized instruction involving closely supervised practice in effective writing, with emphasis on basic skills. *Prerequisite: permission of the instructor. Does not count toward an English major.*

## FILM STUDIES

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### CONTRIBUTING FACULTY

Alex Bates, Assistant Professor of Japanese Language and Literature

Marcelo Borges, Associate Professor of History (on leave 2008-09)

Mara E. Donaldson, Professor of Religion (on leave 2008-09)

Amy E. Farrell, Associate Professor of American Studies (on leave 2008-09)

Nitsa Kann, Assistant Professor of Judaic Studies

David L. Kranz, Professor of English and Film Studies (on leave 2008-09)

Stephanie G. Larson, Professor of Political Science

Christopher Lemelin, Assistant Professor of Russian

Nicoletta Marini-Maio, Assistant Professor of Italian

Nancy C. Mellerski, Professor of French and Film Studies

Ted Merwin, Part-time Assistant Professor of Religion and Coordinator of the Hillel Program,  
Director of the Milton B. Asbell Center for Jewish Life

Tullio Pagano, Associate Professor of Italian (on leave Fall 2008)

Jerry Philogene, Instructor in American Studies

Thomas L. Reed, Professor of English, Coordinator

Victoria Sams, Assistant Professor of English

J. Daniel Schubert, Associate Professor of Sociology

Stephen Weinberger, Robert Coleman Professor of History

Blake Wilson, Associate Professor of Music

## MINOR

Six courses: 101 and 201 plus four electives chosen from the list of eligible courses, two of which must be at the 200-level and above and one of which may be a media course. Courses which count as electives are indicated each semester on the Registrar's Web site.

## 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.

**201. The History of Film** An examination of the economic, cultural, technological, generic, formal, and aesthetic evolution of cinematic art, from 19th century precursors of the motion picture to the current state of world cinema. Between these bookends, the survey might include such developments as the medium's inception in 1895, early international (especially German, Soviet and French) classics in silent film, the rise of Hollywood, the emergence of sound, American censorship and classical Hollywood cinema, pre-war French classics, post-war Italian neo-realism, la nouvelle vague, Asian and third-world cinemas, eastern European and British developments at mid-century, and changes in the American film industry in the Sixties and Seventies.

**301. Topics in 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.*

## ELECTIVES REGULARLY TAUGHT

### FILM COURSES

COCV 200

ENGL 101, 212, 335

FREN 230, 358

GRMN 370

HIST 315

MUSC 221

RELG 241

RUSS 243

### MEDIA COURSES

AMST 200

POSC 243, 390

SOCI 310, 390

## 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 the Fall of 2008:

Competition in Our Lives: What's Fair and Who Decides

Youth, Love and Revolution in Postwar Japan

The Religions of Early America

Meditation

*Pardon my French! Americans in France*

*Ce je ne sais quoi! The French in America*

National (In)Securities and Human Rights

Order and Chaos in Science and Society

The Campus Novel and Cultural Contexts

Science and Religion: Searching for Order, Searching for Meaning

Are We Alone in the Solar System?

Why Do People Believe Weird Things?

The Science of Being Human

Public Speaking in the 21st Century

Green Science for the iPod Generation

Mind, Knowledge, and Evolution

The Black Arts Movement

Science on Stage

The Political Economy of Health

Art and Memory

Discerning fact from fallacy in nature and medicine

Whose story is it? History and Identity in Latin America

The Good, The Bad, and the Greeks: Ancient Origins of Ethics and Politics

The Secret History of the Dismal Science

Hollywood on Hollywood

Time

When Languages Die: How Does Language Extinction Affect Us All?

Biophilia: Human Connections to Other Life Forms

The War on Terrorism & Civil Liberties

Mental Illness: From Movies to Memoir

*Language Games: Historical Truth Through the Historical Novel*

Theater and Human Rights

*Growing a Healthy Community: The Story of One Community's Response to America's Health and Health Care Challenges*

*The Uses and Abuses of the Drug War*

Explaining Illness to Ourselves

Extraordinary Accomplishments and Advancements: Creative Geniuses and Their Rivalries

Sustaining Places: National Parks, Forests, Farms, and Communities

Ethics of Hunting and Fishing



Law and Justice  
Sustaining Northeastern Wildlife  
Detecting Cultural Narratives

## FRENCH & ITALIAN

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### FACULTY

**Nancy C. Mellerski**, Professor of French and Film Studies, Chair  
**Sylvie G. Davidson**, Professor of Romance Languages and Literatures, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in Global Education (Director of the Dickinson College Center in Toulouse, Spring 2009)  
**Catherine A. Beaudry**, Associate Professor of French  
**Dominique A. Laurent**, Associate Professor of French  
**Tullio Pagano**, Associate Professor of Italian (on leave Fall 2008)  
**Lucile Duperron**, Assistant Professor of French  
**Ian Andrew MacDonald**, Assistant Professor of French (Director of the Dickinson College Center in Toulouse, Fall 2008)  
**Nicoletta Marini-Maio**, Assistant Professor of Italian  
**Benjamin Ngong**, Assistant Professor of French  
**Alexandra Collier**, Visiting Assistant Professor of Italian  
**Anna E. Hudson**, Visiting Instructor in French  
**Paola Bonifazio**, Visiting Instructor in Italian  
**Sylvie Toux**, Resident Director of the Dickinson Toulouse Center and Program (on leave 2008-09)

## FRENCH

### MAJOR

A minimum of eleven courses beyond the 100-level, including 236, one course in Francophone studies, and two 300-level courses taken on the Carlisle campus during the senior year, one of which must be a senior seminar. One of the 11 courses may take the following form: (1) an internship completed in Toulouse; or (2) a course taken in France or in Cameroon in which more than 50% of course content is related to either French or Francophone area or issues; or (3) For students who do not study abroad, one course in another department on the Carlisle campus in which a substantial portion of the content is related to French or Francophone areas or issues. If this course is available as a FLIC in French, students are required to do the reading and written assignments in French. Students will consult with the department chair regarding the suitability of the course to meet the French or Francophone studies requirement.

### MINOR

Five courses beyond the 100-level, including 236.

### SUGGESTED FOUR YEAR PROGRAM

First Year: 116, 230; or 230, 236; or 236 followed by 240, or 245, or 246

*NOTE:* Entrance level dependent on the results of a placement examination

Second Year: 230, 236; or 236, followed by 240, 245, or 246

Third Year: Study in Toulouse, France and/or Yaoundé, Cameroon, 255, 256; or two 300-level courses

Fourth Year: Two 300-level courses including one Senior Seminar, plus related electives (e.g. language

and literary studies, international studies, History of Modern France, Medieval History, Art History)

*NOTE:* Normally French majors may not take 200-level courses their senior year.

## TEACHER CERTIFICATION

Students seeking Pennsylvania teacher certification must fulfill requirements for the major, including areas mandated by the Pennsylvania Department of Education, and must take a series of courses in the Education Department. They should identify themselves as early as possible as teacher certification candidates to their advisor and to the director of Teacher Education in the Education Department. For additional information, visit the Education Department Web site.

## INDEPENDENT STUDY AND RESEARCH

Students interested in Independent Study or Independent Research in French 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 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, with 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 IN THE MAJOR

Departmental honors in French are normally granted to students who have completed independent research projects and, after an oral defense, receive an A or A-.

## INTERNSHIPS

Internships may be available for interested students. The Department chairperson or the Coordinator in Toulouse should be consulted for information. Some students have served as interns in Carlisle with the Northeast Conference on the Teaching of Foreign Languages and at the French Embassy in Washington, DC. Students on the Dickinson in France program have interned in Business and Marketing, Public Administration, Applied Sciences and Medicine, The Arts, The Media, and Education.

## 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 116 (Intermediate French), is of particular interest to French minors. The Department chairperson should be contacted for additional information.

## COURSES

\*101, 104. **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.

116. **Intermediate French** Intensive second-year study of French, with attention to grammar review, conversation, reading in a cultural context and some writing. *Prerequisite:* 104 or the equivalent.

104/116. **Accelerated French** An intensive, ten hour per week intermediate French course designed for first year students who place into 104 on the departmental placement examination and who wish to complete the language requirement in one semester. Especially helpful for those contemplating study abroad, this course makes extensive use of multi-media and interactive computer strategies in the development of conversational and cultural skills. *Two Courses. Prerequisite: 101 or the equivalent.*

230. **Communication in French and Francophone Contexts** Intensive oral and written practice of French in the context of issues and themes such as a sense of place, the lessons of time, the social contract, and intellectual and artistic life. This course makes use of texts, films, multi media and interactive computer strategies in the development of conversational and writing skills. Intended as the gateway to the major or minor in French and Francophone Studies. *NOTE: This is a Writing Intensive Course. Prerequisite: 116 or the equivalent.*

236. **Introduction to Cultural Analysis** An introduction to the practice of reading and writing about French and francophone themes in an analytical and contextualized way. This course considers how cultural production conveys ideologies, values and norms expressed in both historical and contemporary contexts. *Normally offered as writing-intensive. Prerequisite: 230.*

240. **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: 236 or permission of instructor.*

245. **Contemporary Issues in French Society** 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 should facilitate acculturation in France or provide an academic substitute for that experience. *Prerequisite: 230.*

246. **Introduction to 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: 236.*

352. **Classical Theatre and Social Myth** This course studies the theatre as an ideological instrument, asking how the plays of 17th century France reinforce, modify, or undermine the ways in which society sees itself. Myths addressed include those concerning gender, monarchy, class structure, and the power of language. The ideological work of the stage is related to such historical developments as the rise of absolutism and attempts to stimulate the French economy. Plays by Corneille, Racine, and Moliere and the principal texts, along with selections from the major moralists. *Prerequisite: 255, or the equivalent, or permission of the instructor. Offered every other year.*

354. **Reason and Revolution** The Enlightenment: a century of intellectual ferment which challenged the values of the establishment and swept them away in a revolution. Montesquieu, Voltaire, Diderot, Rousseau. Offered on occasion as a bilingual course in French and English. *Prerequisite: 255, or the equivalent, or permission of the instructor. Offered every other year.*

357. **Romantics, Realists, and Rebels: 19th-century French Novel and Poetry** An investigation of the major literary movements and authors of the century, to include the theory and practice of romanticism and realism in French letters; reaction to society by authors in revolt against bourgeois standards, and in pursuit of new modes of literary expression. *Prerequisite: 256, or the equivalent, or permission of the instructor. Offered every other year.*

**358. Contemporary Fiction and Film Studies** In the theory and evolution of narrative in the 20th century, with particular attention to issues of language, identity, difference and power. This course looks at a selection of novels and films as scenes for the practice of writing as cultural resistance. *Prerequisite: 256, or the equivalent, or permission of the instructor. Offered every other year.*

**361. French Literature in the Renaissance** Major works from prose, poetry, and theatre, with particular emphasis on Rabelais and the development of humanism, the theory and practice of the Pléiade, and Montaigne. *Prerequisite: 255, or the equivalent, or permission of the instructor. Offered every other year.*

**362. Seminar in French and Francophone Literatures** A thorough investigation of a major figure or important literary trend (chosen at the discretion of the instructor and in consultation with the majors) in French or Francophone literature with emphasis on seminar reports and discussion. Recent themes have been What is Literature?; Femmes, Film, Fiction; Love or Marriage in 17th and 18th century literature; Relations Between the Sexes. *Prerequisite: 255 or 256, or the equivalent, or permission of the instructor. Priority given to senior majors in French.*

**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. *Prerequisite: 255 or 256, or the equivalent, or permission of the instructor. Offered every other year.*

**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: 255 or 256, or the equivalent, or permission of the instructor. Offered every other year.*

**365. Seminar in French and Francophone Civilizations** Investigation of a broad theme or selected area of French or Francophone civilization through pertinent readings, media forms and research in both literary and non-literary materials. Past topics have included America Through French Eyes, L'Entre-deux-guerres, Francophone Diaspora, Remembering Vichy, Succès de scandale. *Prerequisite: 255 or 256, or the equivalent, or permission of the instructor. Priority given to senior majors in French.*

The following courses are offered in Toulouse, the prerequisite for which is French 236, except for French 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 historic 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. Evaluation is based on a combination of the following: interviews with the instructor, performance in the class, journal writing, and a final summary of the immersion experience. *Prerequisite: 116 or its equivalent and acceptance into the French Summer Immersion Program. Not intended for students who have completed French 236 or above. Offered only in summer at the Dickinson Study Center in Toulouse.*

**255, 256. French Literature and Society** A historically differentiated interpretation of French culture through examination of French literature from the Middle Ages to the present in conjunction with study of political, economic, and social structures of each period. Intellectual and artistic currents that inform and are informed by these structures. Introduction of new critical perspectives such as psychoanalytical and structuralist literary theory. *Offered only at the Dickinson Study Center in Toulouse.*

**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. Offered every fall at the Dickinson Study Center in Toulouse.*

**273. Topics in Applied French** Continued study of the French language designed to take advantage of issues of current interest in French society or culture (e.g., electoral seasons, important historical commemorations, current social or cultural controversies). Ample opportunity for written work and discussion of the topic chosen. *One-half course credit. Offered only at the Dickinson Study Center in Toulouse.*

**300. The Toulouse Colloquium** An interdisciplinary colloquium focusing on the history and contemporary culture of the city of Toulouse. This course is composed of intensive written and oral language study, an introduction to French university methods of argumentation, visits of local museums and regional cities, and exploration of the various neighborhoods of Toulouse. This course is designed to acquaint students with the city and the region in which they will be spending the academic year. *One-half course credit. Offered every semester at the Dickinson Study Center in Toulouse.*

**320. Topics in Intercultural Communication** Contemporary French society examined through theoretical reading and discussion as well as directed experiential observation. Explicit reference to French and American perceptions of cultural concepts so as to provide ideas, insights, and methods by which to understand and analyze the two societies. Readings, reports, discussions, field projects, and use of local resources comprise the work of the course. *Offered only at the Dickinson Study Center in Toulouse.*

## ITALIAN

### MINOR

The minor consists of the following five courses in Italian beyond the 100 level to include: 231, 232 (or 225, Intensive Italian Expression), or 220 (Summer Immersion) in Bologna, 251, 252, and 320.

*NOTE:* Students receiving credit for the Italian studies major may not receive credit for the Italian minor. See Italian Studies.

### INDEPENDENT STUDY AND RESEARCH

Students interested in Independent Study or Independent Research in Italian should consult with the faculty member with whom they hope to work. In the past, students have researched the following topics: Rome in the Italian Renaissance; Italian Courts and Courtesans in the Renaissance; Futurism in Italy and Russia; Italian Theatre from the Renaissance to the Enlightenment; Italian Cinema; Italian Facism and Modernism; Italian Women Writers.

### INTERNSHIPS

Internships may be available for interested students. The Department chairperson or the Coordinator in Bologna should be consulted for information. In Bologna, students are currently doing internships in Research and Analysis at the Feminist Bookstore in Bologna, and many other sites.

### COURSES

**\*101, 104. 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.

**116. 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: 104 or the equivalent.*

**231. Written Expression and Textual Analysis** 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. *Prerequisite: 116 or the equivalent.*

**232. Oral Expression** 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. *Prerequisite: 116 or the equivalent.*

**251. Literature and Society I** An interpretation of Italian culture from the 14th through the 17th century by examination of representative literary works. This course will attempt to situate individual authors in the European literary tradition and will examine the interaction between literary production and political, economic, and social trends of the period. *Prerequisite: 231 or the equivalent.*

**252. Literature and Society II** Selected readings of literary texts examining the changes in political, economic, and social structures in Italian society from the 18th century to the post-fascist era. Particular emphasis on intellectual trends, artistic currents of the period and their relationship to literature. *Prerequisite: 231 or the equivalent.*

**320. Topics in 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. This course is offered in English with a discussion group in Italian for Italian studies majors and Italian minors. Students of Italian will write their papers in Italian. *Prerequisite: 231 or permission of instructor.*

**400. Senior Tutorial in Italian Studies** 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.*

The following courses are offered in Bologna:

**220. Italian Immersion** A four-week course in Italian language and culture offered in Bologna, Italy. Students speak only Italian while participating in intensive language instruction and other activities planned by the college to deepen students' understanding of contemporary Italian life and culture. *Offered only at the K. Robert Nilsson Center for European Studies in Bologna. Prerequisite: 116 or the equivalent and acceptance into the Italian Summer Immersion Program.*

**225. Intensive Italian Expression** An intensive study of Italian which includes grammar review, reading comprehension, and oral expression in the context of daily Italian civilization. Individual attention to structure, vocabulary, and idiomatic usage. *Offered only at the K. Robert Nilsson Center for European Studies in Bologna. Because of the similarity in content, credit will not be given for both 225 and 220 (the immersion course). Prerequisite: 116 and permission of the instructor.*

**270. Italian Language in Context** This two-part course explores in theory and in practice the notion that language is a culturally determined phenomenon. Its aim is to increase students' awareness of the various conventions of discourse while reviewing the key elements of Italian grammar and enriching their active lexical and idiomatic register so they can enroll and successfully complete courses at the University of Bologna. *Offered only at the K. Robert Nilsson Center for European Studies in Bologna. Prerequisite: 225.*

# GEOLOGY

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## FACULTY

Jeffrey W. Niemitz, Professor of Geology, Chair

Marcus M. Key, Jr., Professor of Geology (Director of the Dickinson Science Program in England, 2008-10)

Benjamin R. Edwards, Associate Professor of Geology (on leave Fall 2008)

Peter B. Sak, Assistant Professor of Geology

Lara C. Storm Hitchcock, Visiting Assistant Professor of Geology

## MAJOR

Ten courses in Geology including no more than two 100-level courses, 205, 206, 209, 231, 301, 302 and in the senior year, at least a one semester independent research or internship. In addition, CHEM 141 is required.

## MINOR

Six courses including two 100-level courses.

## SUGGESTED FOUR YEAR PROGRAM

First Year: Two 100-level Geology courses

Second Year: 205, 206, 209, 231, CHEM 141

Third Year: 301, 302; upper level electives

Fourth Year: Other courses, special-topics course, Internships and Independent Study or Research

Electives: ENST 313 will count as one of the electives for the major.

*Note of Caution:* Off-campus study is encouraged. However, students who contemplate off-campus study should discuss their plans with one or more of the department faculty early.

## TEACHER CERTIFICATION

By completing a minimum number of courses outside the department and the professional semester in the Department of Education, students may be certified for secondary school teaching in Earth and Space Science. See any member of the Department of Geology or the Director of Teacher Education. For additional information, visit the Education Department Web site.

## INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Many majors do an Independent Study or Research project during their Junior or Senior year. Students may ask any faculty member in the department to supervise a project. Ideally, the faculty member should be contacted during the previous semester to make arrangements for advising.

## HONORS IN THE MAJOR

An Independent Research project may be considered for departmental honors if it demonstrates superior quality of work. Such theses are read by all members of the departmental faculty as well as an evaluator from outside the department, selected by the project advisor for their knowledge of that specific field. Oral defense of the thesis is required, and final revisions to the written thesis are made based on



the comments of the readers. Students who successfully complete the defense will be named in the Commencement Program as having achieved honors.

Students who think that their project is potentially worthy of honors should indicate that with a short written proposal to their research advisor by the end of the fall semester of their senior year. This provides an occasion for the faculty advisor to give feedback to the student on the worthiness of the project and to plan the second semester in order to assure the quality of the project. This conversation helps the faculty to consider potential outside reviewers and schedule oral defenses, and also solidifies in the student's mind the need for progress and ultimate goal of the project.

A first draft of the paper should be turned in to your advisor no later than April to allow revisions so that a final draft will be ready for delivery to the research advisor, the other faculty, and the outside reader by mid-April. The oral defense usually will be scheduled on or about the last day of classes. Defenses are open to other majors, interested friends, faculty, and other guests. After the defense, the faculty and outside reader will vote in private, based on careful consideration of the quality of the paper and defense, and of the academic maturity of the student during the project year.

## INTERNSHIPS

Several have been done in the department. Although specific arrangements would need to be made, it is possible to arrange internships with state and federal geologic agencies in Harrisburg. Students have also done internships with local consulting companies. See any member of the department faculty for possible arrangements.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

Recommended off-campus study programs include the Dickinson Science Program at the University of East Anglia, England. Other suggested programs are the Marine Science Program in the Bahamas every other January and a one-semester program at the University of Otago, New Zealand. The on-campus coordinators should be contacted for information.

## COURSES

**101. The History of Life** An overview of life from its origin on this planet to its present diversity of species. Topics will include the origin of life, evolutionary processes, the expansion of biodiversity, the radiation of organisms in the oceans, the conquest of land, mass extinctions, dinosaurs, and the rise of humans. Various hypotheses concerning the history of the biosphere will be tested using data collected in lab and on field trips. *This course fulfills the lab-science distribution requirement.*

**102. Geology of National Parks** An introduction to the fundamental principles and processes of geology using America's national parks as examples. Topics include geologic time (e.g., relative and absolute age dating techniques), earth materials (e.g., air, water, rocks, minerals), plate tectonics, and the processes that form landscapes (e.g., mountain building, volcanism, deposition, erosion). Examples of national parks that are used include Hawaii Volcanoes, Yosemite, Glacier, Yellowstone, Mammoth Cave, and Great Smokey Mountains. Lecture discussions will be augmented with labs and field trips to local parks of geologic interest. *This course fulfills the lab-science distribution requirement.*

**103. Planet Earth** A study of plate tectonics with emphasis on ancient and modern geological processes associated with mountain building. The course builds knowledge through field and classroom studies of Appalachian geology, and by comparison of the Appalachians with active mountain belts in South America, Indonesia, and Asia. The course also develops a geologic understanding of the seismic and volcanic hazards associated with mountain building. The overall aim of the course is to illustrate the historical, predictive, and practical aspects of geologic principles and reasoning in scientific and societal contexts. *This course fulfills the lab-science distribution requirement.*



**104. Global Climate Change** An overview of our present understanding of atmospheric processes and their interaction with the land, oceans and biosphere leading to an in-depth study of ancient climates and climate change in earth history. Topics include the tools used to decipher ancient climate change on various time scales, major climate events such as the ice ages, and the causes of climate change. Past and present knowledge will be used to explore the potential for future climate change and its socioeconomic and political implications. The laboratory component will use climate data and field experiences to interpret climate change over the past 3 billion years in the context of earth materials and plate tectonics. *This course fulfills the lab-science distribution requirement.*

**105. Geology of Disasters** An introduction to the fundamental principles and processes of geology using a variety of natural examples that are commonly referred to as “disastrous” when they affect areas inhabited by people, including volcanic eruptions, earthquakes, tsunamis, floods, mass movements (avalanches, debris flows), meteoroid impacts, and other weather-related phenomena (e.g. hurricanes, thunderstorms, tornadoes, long-term climate change). The course will give an overview of the physical controls on the processes as well as methods used to predict the events, assess possible hazards, and mitigate negative consequences. Lecture discussions will be augmented with labs and field trips (e.g., Johnstown, PA; Centralia, PA). *This course will fulfill either the lab science or QR distribution requirement.*

**131. Earth Systems Science** Examines our dynamic, ever-changing planet past and present through the theory of plate tectonics, and the physical processes that transform the earth's surface including weathering and erosion, flooding, and landslides. Groundwater, volcanoes, and earthquakes are discussed. The nature of geologic materials and structure of the earth are also examined using continental wanderings, mountain building, ocean basin evolution, and climate changes as context. The geology of the local area is examined through numerous field trips. *Three hours classroom and three hours laboratory a week. This course fulfills the lab-science distribution requirement.*

**201. Geomorphology with Lab** 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. Offered every other year. Prerequisite: any two 100-level Geology courses, or permission of the instructor. This course fulfills the Division III lab-science distribution requirement.*

**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: any 100-level Geology course, ENST 131 or ENST 132. Offered every other year.*

**205. Mineralogy** A study of minerals with emphasis on their crystal structure, chemical composition, geologic occurrence, and physical and optical properties. The course focuses on observing and understanding minerals at the macroscopic, microscopic, and sub-microscopic levels. Emphasis is on inquiry and active learning in a laboratory setting. *Prerequisite: any 100-level Geology course, or permission of the instructor. This course fulfills the lab-science distribution requirement.*

**206. Petrology** A study of the solid-earth with emphasis on the processes that have shaped the large-scale evolution of the earth from its origin to the present. Lecture topics include meteorites and formation of the terrestrial planets, origin of the moon, the deep earth, chemical equilibria in magmatic systems, geochemical cycling in the solid earth, and isotope dating. The important magmatic and metamorphic systems of the earth are presented in a plate tectonic context. *Prerequisite: 205, or concurrent enrollment. NOTE: Completion of both 206 and 209 fulfills the WR requirement. This course fulfills the lab-science distribution requirement.*

**207. 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: any 100-level Geology course or any Biology course numbered between 120 and 129. This course fulfills the lab-science distribution requirement.*

**209. 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: any 100-level Geology course. NOTE: Completion of both 206 and 209 fulfills the WR requirement. This course fulfills the lab-science distribution requirement.*

**220. Environmental Geology** A survey of humankind's interaction with the physical environment focusing on geologic processes. The importance of geologic materials such as soils, sediments and bedrock, and natural resources will be discussed in the context of world population. Natural hazards (floods, earthquakes, volcanoes, coastal erosion, and landslides) will be studied to understand how we can minimize their threat. Land use and abuse including natural resource exploitation and pollution will be discussed in the context of geologic information for proper land-use planning. Labs will emphasize field study of environmental problems in the Cumberland Valley. *Prerequisite: Two 100-level Geology courses OR ENST 131 and 132. This course is cross-listed as ENST 220. This course fulfills the lab-science distribution requirement.*

**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. This course is cross-listed as ENST 221. Offered every other year. This course fulfills the lab-science distribution requirement.*

**231. Chemistry of Earth Systems** 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 diagenesis, hydrocarbons, and metamorphism. Includes radiometric dating and stable isotope applications. Lab will focus on sampling, instrumental analysis, and data interpretation of earth materials. *Prerequisite: CHEM 141, any two 100-level Geology courses. May be counted toward a chemistry major. This course fulfills the lab-science distribution requirement.*

**301. Field Geology** A course in some of the basic geological field techniques, with the preparation of topographic and geologic maps and reports from data obtained by the student in the field. *Three hours classroom and three hours laboratory a week. Prerequisite: any two 100-level Geology courses. This course fulfills the lab-science distribution requirement.*

**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: any two 100-level Geology courses. This course fulfills the Division III lab-science distribution requirement.*

**311. Special Topics** In-depth studies in special geological topics to be offered on the basis of need and demand. Recent topics have included Geology of PA, Origin of Life, Quaternary Geology, and Instrumental Analysis in Geology. *Prerequisite dependent upon topic.*

**320. Hydrogeology** An in-depth study of the interrelationships of geologic materials and processes with the occurrence, distribution, movement, and chemistry of water on and near the earth's surface. Topics

include the hydrologic cycle; recharge, flow, and discharge of groundwater in aquifers; groundwater quality, contamination, development, management, and remediation. Practical experience will be gained in siting, drilling, testing, and monitoring water wells at the college's water well field laboratory. *Prerequisite: 220, 231 or permission of instructor. This course is cross-listed as ENST 320. Offered every two years. This course fulfills the lab-science distribution requirement.*

**Following course is offered in January term:**

**304. Field Study of Marine Carbonate Environments** An intensive off-campus field course examining the biological, chemical, geological, and physical processes and patterns in modern and ancient tropical marine carbonate environments. Human impact on these fragile environments will also be considered. An in-depth examination of all major sub-environments on San Salvador Island, Bahamas will be followed by independent study research projects. *Prerequisites: GEOL/ENST 221, BIOL 314, BIOL 321, GEOL 209, ENST 335 or ENST 340 and permission of the instructor. This course is cross-listed as ENST 304 and BIOL 304. Offered every other year.*

## GERMAN

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### FACULTY

Wolfgang Müller, Professor of German, Chair

Sarah McGaughey, Assistant Professor of German

Kamaal Haque, Visiting Assistant Professor of German

William G. Durden, President of the College, Part-time Professor of German and Education

Rainer Stollmann, Part-time Associate Professor of German; Director, Dickinson in Bremen Program

Elke F. Durden, Part-time Assistant Professor of German

### HONORARY FELLOWS

Herta Müller, International Scholar

Hans Joachim Schädlich, International Scholar

Michael Augustin, International Scholar

Sujata Bhatt, International Scholar

### MAJOR

After completing the German language requirement, students who major in German must take 11 courses, three of which can be taken in English. If the three courses in English are offered as FLIC courses, German majors are required to take them in that form. Nine of the eleven required courses must be taken in the field of German literature, language, and culture, including 232, 240, 241 and 400. Four of these eleven courses may be language courses taken beyond the language requirement. Seniors must take one 300-level course in the Fall semester and the Senior Seminar in the Spring semester (special arrangements will be made for the seniors completing their professional teaching semester in the spring). Two courses (in which a significant portion of their content deals with Germany-related issues) must be taken in the following departments at Dickinson or the University of Bremen: history, philosophy, art & art history (art history), music, political science, economics, Judaic studies, religion.

### MINOR

Students who want to minor in German have to take six courses beyond the required language sequence including 232, 240 and 241. Five of these courses must be in the German language. Two of these six courses may be language courses taken beyond the language requirements.

## TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

## INDEPENDENT STUDY

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 each independent study student will have a weekly meeting with her or his advisor.

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 IN THE MAJOR

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) his/her original research receives the grade of "A" from the supervising instructor and b) the student successfully defends his/her 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 course 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.

## COURSES

**\*101, 104. Elementary German** An intensive study of the German language. The courses focus on developing reading, writing, speaking, and comprehension skills in the context of topics related to German cultures. Classes are small and move quickly. *Classes meet four days a week, one of which may be a lab. Students are reading stories and writing short essays within a few weeks.*

**116. Intermediate German** Introduction to conversation and composition using the skills acquired in 101 and 104 or in similar courses. Readings include a variety of texts including fiction on issues related to German cultures. Classes are small and intensive. *Classes meet four days a week, one of which is a lab. Prerequisite: 104 or the equivalent.*

**120. Intensive German** An intensive two-credit course that allows students to complete the last two semesters of the language requirement during a single semester. This course makes extensive use of multi-media supports such as computerized reading programs, interactive videos, and the Internet, as well as more traditional texts and grammars. Classes are small and intensive. *Eight classroom hours and two additional assigned contact hours with native language assistants per week. Completion of this course will satisfy the foreign language distribution requirement.*

**221. German Conversation and Composition** Advanced practice in reading, writing, speaking, and understanding German. The course uses various texts on German history and culture, including literary texts as a springboard for discussions and writing assignments. *Classes meet four days a week, one of which may be a lab. Prerequisite: 116 or the equivalent.*

**222. Conversation and Composition on Contemporary Issues** This course sharpens language skills learned, such as writing and speaking the German language. By focusing on current cultural and political issues in the German speaking countries, it will also strengthen the cultural and political literacy of our students. Topics to be discussed may include the ramifications of Germany's unification, the Neo-Nazi movement, the administrative structure of Germany, Austria, and Switzerland, and the women's and labor movements. *Classes meet four days a week, one of which may be a lab. Prerequisite: 116 or permission of the instructor.*

**232/314. Introduction to German Literature** This course is designed to introduce students to the special skills required for careful, critical reading of literary texts. It is a prerequisite for all literature courses that the Department offers in German and is strongly recommended for all students intending to participate in a German program abroad. *Prerequisite: 116 or permission of the instructor.*

**240/310. German Cultural History I** A survey of the historical, social, and cultural developments in Germany, including their impact upon German literature, from pre-Christian days up to the French Revolution. *Prerequisite: 116 or the equivalent.*

**241/311. German Cultural History II** A survey of the historical, social, and cultural developments in Germany, from the French Revolution up to the present day. *Prerequisite: 116 or the equivalent.*

**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.

**252. Topics in Women's and Gender Studies** Analysis and discussion of various feminist or gender issues. Topics may be feminist literature and criticism, individual feminist authors, German women's history, recent feminist issues, or the cultural construction of gender in German society and literature. *Offered in English.*

**342. Sturm und Drang and German Classicism** A study of the works of Goethe and Schiller and their contemporaries, and the era in which they lived and worked. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**343. German Romanticism** A study of the generation of writers after Goethe and Schiller (the 1790s to the 1830s), e.g., E.T.A. Hoffmann, Brentano, and the brothers Grimm, whose stories, poems, and fairy tales have had a powerful effect on Poe and Hesse. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**344. German Bourgeois Realism** A study of the works of Stifter, Grillparzer, Heine, Grabbe, Storm, and Fontane, writers active from the turmoil of the mid-1800s to the rise of Prussia and the decay and collapse of the Austrian empire. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**345. German Expressionism** A study of the works of writers in World War I and the Weimar Republic, including Wedekind, Werfel, Trakl, Kaiser, Toller, and Lasker-Schüler. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**346. German Literature since 1945** A study of the works of Bachmann, Böll, Frisch, Grass, Heym, Wolf, and others as writers dealing with contemporary issues of the German speaking countries. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**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.*

**360. German Popular Culture** This course will investigate German popular culture in its historical and cultural context. Students will study selected texts from popular fiction, such as detective novels and cartoons, listen to popular music, and watch popular TV series, while developing a methodology to analyze critically the "other" German culture. *Prerequisite: Permission of the 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.*

**The following courses are offered in Bremen:**

**220. The Bremen Practicum** A four-week course in contemporary German language and culture offered at the University of Bremen, West Germany. Students will speak only German during this four-week period, and participate in intensive language classes, special lectures and field trips arranged by Dickinson with German university instructors. *Prerequisite: 116 or equivalent and permission of the department.*

**340. Comparative Cultures: USA-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.*

## GREEK

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*See Classical Studies.*

## HEALTH STUDIES

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### CONTRIBUTING FACULTY

**Pauline Cullen**, Assistant Professor of Sociology

**Margaret Davis**, Assistant Professor of Psychology (on leave 2008-09)

**Amy Farrell**, Professor of American Studies and Women's Studies (on leave 2008-09)

**Susan Feldman**, Professor of Philosophy (on leave Spring 2009)

**Marie Helweg-Larsen**, Associate Professor of Psychology

**James Hoefler**, Professor of Political Science

**Ebru Kongar**, Assistant Professor of Economics

**Sharon O'Brien**, Professor of English and American Studies, James Hope Caldwell Professor of American Cultures

**Kim Rogers**, Professor of History

**Susan Rose**, Professor of Sociology, Director of the Community Studies Center

**David Sarcone**, Assistant Professor of International Business and Management

**Daniel Schubert**, Associate Professor of Sociology, Coordinator

**J. A. Skelton**, Associate Professor of Psychology

**Wendell Smith**, Assistant Professor of Spanish

**Karen J. Weinstein**, Associate Professor of Anthropology

**Charles Zwemer**, Associate Professor of Biology

## CERTIFICATE IN HEALTH STUDIES

Students should declare their intent to pursue the Health Studies Certificate to the Health Studies Coordinator and with the Registrar's Office by the beginning of their junior year. 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; (2) successful completion of four other approved courses on health related topics taken in at least two academic departments; (3) successful completion of an internship or service learning course that involves a health-related field experience. This can be counted as one of the four required electives or may be done as a non-credit experience with approval from the Health Studies Coordinator; (4) successful completion of a health studies senior seminar (HEST 400: Health Studies Senior Seminar).

## SUGGESTED FOUR YEAR PROGRAM

First Year: HEST 201

Second Year or Third Year: four electives and field experience

Fourth Year: HEST 400

*NOTE:* Students must apply to the Health Studies Certificate Program by the beginning of their junior year.

## INDEPENDENT STUDY/OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students must complete a health-related field experience. This can be counted as one of the 4 required electives or may be done as a non-credit experience with approval from the Health Studies Coordinator.

## COURSES

**HEST 201. Introduction to Health Studies** Introduction to Health Studies is a multi-disciplinary course that explores various theoretical and methodological approaches to the study of health. In addition to providing the overall framework for the materials covered, the faculty-convenor 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, Sociology and Women's Studies.

**HEST 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: HEST 201 and at least two other courses in Health Studies (as accepted by Health Studies Coordinator), or permission of instructor.*

## HEBREW

See Judaic Studies.



# HISTORY

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## FACULTY

**Stephen Weinberger**, Robert Coleman Professor of History

**Neil B. Weissman**, Professor of History, Provost/Dean of the College, Russell I. Thompson Chair of the Dean of the College

**Kim Lacy Rogers**, Professor of History

**David Commins**, Professor of History, Benjamin Rush Chair in the Liberal Arts and Sciences (on leave 2008-09)

**John M. Osborne**, Associate Professor of History (on leave Fall 2008)

**Marcelo Borges**, Associate Professor of History (on leave 2008-09)

**Regina M. Sweeney**, Associate Professor of History

**Karl D. Qualls**, Associate Professor of History, Chair

**Matthew Pinsker**, Associate Professor of History, Pohanka Chair for Civil War History

**Jeremy R. Ball**, Assistant Professor of History

**Christopher J. Bilodeau**, Assistant Professor of History

**Jeremy Vetter**, Assistant Professor of History

**Itzhak Weismann**, Visiting Assistant Professor of History

**William L. Visser**, Visiting Instructor in History

## CONTRIBUTING FACULTY

**David Strand**, Charles A. Dana Professor of Political Science (on leave Fall 2008)

## MAJOR

Ten courses at Dickinson (including approved courses while abroad and from transfer students)

I. Three courses in the Methods Core:

204

304

404

II. Four courses in the Concentration:

Students will be encouraged to define their own field of concentration or from the following six areas:  
North America, Europe, Latin America, Asia/Middle East, Africa, and Comparative.

III. Three courses in Other Fields

Within the ten required courses, at least one course must be before 1800 and at least one course after 1800.

## MINOR

204 and at least five additional history courses.

## SUGGESTED FOUR YEAR PROGRAM

First Year: One or two 100-level history courses or upper-level courses with good foundations from successful AP or IB coursework

Second Year: 204, and one or two additional history courses

Third Year: 304 and upper level history courses

Fourth Year: 404 and remaining upper level history courses

*NOTE:* Students should plan their major in consultation with their advisors.



### TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

### INDEPENDENT STUDY OR RESEARCH

The department faculty member teaching in the area of the student's topic of interest should be contacted to discuss the proposal.

### HONORS IN THE MAJOR

Honors in the major require a minimum of two courses in independent research. Project proposals must be formulated and approved in the second semester of the junior year. Guidelines are on the History Department Web site. The project should be discussed with the department chair and faculty advisor. An oral examination is conducted by the department on papers judged to have honors quality.

### INTERNSHIPS

Contact the Internship Office and/or an individual member of the History Department for information. Internships are ordinarily scheduled in the junior or senior years. Summer internships, perhaps at "living history" or museum sites, are also encouraged.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

The Department encourages participation in the many off-campus options. The Dickinson programs in Bologna, Italy and Norwich, England are particularly attractive options for History majors.

### COURSES

105. **Medieval Europe** A survey of the development of European civilization from the fall of Rome to the Renaissance.

106. **Early Modern Europe to 1799** Society, culture, and politics from the Renaissance through the French Revolution.

107. **Modern Europe, 1789-2000** What does it mean to be "modern?" The course will examine the changing relationship between state and society, the growth of nationalism, the industrial revolution, liberalism, imperialism, socialism, secularization, urbanization, warfare, gender roles, the arts, and much more.

117, 118. **American History** A two-course survey. The first semester 1607 to 1877 covers colonial, revolutionary, and national America through Reconstruction. The second semester 1877 to the present covers aspects of political evolution, foreign policy development, industrialization, urbanization, and the expanding roles of 20th century central government. Both courses include attention to historical interpretation. Multiple sections offered.

119. **South Asia: India and Pakistan** A survey of ancient Indian civilizations, classical Hindu culture, the era of Muslim dominance, European imperialism, and issues confronting the subcontinent since independence.

120. **East Asia: China and Japan** An introduction to the classical order in China and Japan followed by a consideration of the impact of Western intervention and internal change from the 18th century to the present. Special emphasis on the interaction between China and Japan in this period.

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.

**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.

**130, 131. Latin American History** A two semester survey. The first investigates the ancient American civilizations, the Iberian background of the conquest, the clash of cultures that created a new colonial society, and the early 19th century movements for independence. The second term focuses on the social, economic, and political developments of the new nations from their consolidation in the late 19th century to the present. Both courses view Latin American history from a global perspective.

**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.

**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.*

**205. Global Environmental History** Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resource frontiers, and diverse perceptions of nature. *This course is cross-listed as ENST 205.*

**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 American environment from the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement.

**211. Topics in American History** Selected areas and problems in American history. Suitable for beginning history students, majors, and non-majors.

**213. Topics in European History** Selected areas and problems in European history. Suitable for beginning history students, majors, and non-majors.

**215. Topics in Comparative History** Selected areas and problems in comparative history. Suitable for beginning history students, majors, and non-majors.

**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.*

**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.*

**228. Italian History from the Middle Ages to the Enlightenment** An examination of the principal

events in Italian society, culture, religion, and politics, including the rise of the medieval monastic orders, Italian city-states, the development of commerce and industry, Renaissance Italy, the age of counter-reformation, and the Age of Enlightenment. Student research will utilize resources such as museums and libraries available in the Bologna area. *Offered in Bologna only.*

**230. Modern Germany** From the 19th century to the present. Emphasis on political and cultural responses to socio-economic change, including German liberalism, the Bismarckian settlement, origins of the world wars, Weimar democracy, and Nazism. *Offered every other year.*

**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.*

**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.*

**234. Europe: 1914-1945** An examination of the evolution of European society between 1914 and 1945 under the impact of communism, fascism, and world war. *Offered every other year.*

**243, 244. English/British History: 55 B.C. to Date** First semester: the emergence of a unified English society, and its political expression, to 1688 with particular attention to social, economic, and institutional developments. Second semester: the political, economic, and social development of Great Britain, domestically and internationally, as a major power in the 18th and 19th centuries, and the abandonment of that role in the 20th century.

**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.

**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.

**253. Russia: Clans to Empire** An examination of the early formation of multi-ethnic clans into a large multinational empire. The course explores state formation, the role of women, church power, the arts, nationality conflict, and figures such as Ivan the Terrible, Peter the Great, and Catherine the Great.

**254. Russia: Quest for the Modern** 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.

**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.*

**270. African History from Earliest Times to c. 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.

**271. African History since 1800** In this course we will study the political, social, economic, and ecological forces that have shaped African societies since 1800. We will examine in depth the Asante kingdom in West Africa, the Kongo kingdom in Central Africa, and the Zulu kingdom in Southern Africa. European's colonization of Africa and Africans' responses will be a major focus of the course.

**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. *Offered every two years.*

**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 1950s - 1980s. *Offered every two years.*

**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.

**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.*

**276. Outsiders in America** Considers the process of self-discovery and the formation of collective identity among individuals and groups who have historically experienced discrimination, oppression, and ostracism by middle-class Euro-American society. These groups include the homeless and transient, African-Americans within slavery and for many decades after "freedom," the "new immigrants" from Eastern and Southern Europe in the years 1870-1920, gay and lesbian Americans, the "undeserving poor" among Southern whites, and persons with disabilities. Although the narrators and commentators we will read do not encompass all Americans who have been considered as "others," their writings can be used to ask questions about the formation of individual and collective identities among a number of varied subcultures.

**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.*

**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. *This course is cross-listed as WOST 278. Offered every two years.*

**279. The History of Film** This course concerns the emergence and development of the film industry and the various conditions that have and continue to influence it. While artistic considerations are certainly important, the making of films is also a commercial enterprise in which financial concerns are paramount. Moreover, since films enjoy enormous popularity with virtually all in society, regardless of age or education, the political and moral content of films is a constant concern for private as well as governmental organizations. Therefore, this course is also about how competing and often incompatible tensions — artistic, financial, political, and moral — have influenced the making of films.

**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 regarded their situation. *Offered every two years.*

**281. Recent U.S. History** Examination of the social, political, and economic development of the U.S. since the New Deal.

**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.

**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.

**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.

**304. Historiography and Advanced Methods** In this course, students will focus on how historians build their arguments and engage in historiographical debates. After a short review of HIST 204, the course will examine historiographical discussions, their evolution, and the state of the research agenda on a given theme, topic, or field. Students will typically produce a substantial essay. *Prerequisite: 204*

**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.

**313, 314. 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. *314 offered in Bologna only.*

**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.

**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.*

**350. American Science, Technology and Medicine** Explores the development of science, technology, and medicine in the United States, from the eighteenth century to the present. By viewing science, technology, medicine as powerful ways of making and using knowledge of nature and the body that have developed over the past few centuries, we will examine such questions as: Who has done science, technology, and medicine, and where have they done these activities? How have science, technology, and medicine been funded and directed by business, government, disciplines, and private foundations? Who has owned and exerted control over knowledge of nature and ways to manipulate or control it, as types of intellectual property? How have American science, technology, and medicine reflected and participated in wider social, economic, and political developments? What have been the cultural roles of the scientist, inventor, engineer, and health professional? How has the authority of modern science, technology, and medicine become established? How has the relationship among science, technology, and medicine evolved? How have changing technologies affected the environment, and vice versa? How have changing medical ideas and practices shaped human health? Our overall goal is to understand how modern science, technology, and medicine have come to play such central roles in American society.

**358. 19th-20th Century European Diplomacy** European diplomatic history from the Congress of Vienna through World War II. *Offered occasionally.*

**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.

**372. 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 RELG 259.*

**373. 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. *Offered every two years.*

**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 WOST 374. Offered every two years.*

**375. Europe's Dictators** 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, and culture between 1918 and 1945, focusing on the extreme developments in Germany, Russia, Spain, and Italy during this time. We will examine the emergence, development,



form, and consequences of the rule of Hitler, Stalin, Franco, and Mussolini, and will explore the relationship of these dictators to the states that sustained them. *Offered occasionally.*

**376. The Holocaust** The course explores the causes of the Shoah/Holocaust from 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. The course also deals with the continued relevance of Holocaust studies to the present by looking at issues of reparations for victims and commemoration/representation in museums, monuments, literature, and films. More broadly, students will learn to assess human rights violations, the problems of states limiting the rights and freedoms of their citizens, and the horror of state violence that was at the center of most of the previous century and continues in the twenty-first century. Students will approach the Holocaust thematically and conceptually, which will equip them to interpret facts as you encounter them through further study. *This course is cross-listed as JDST 316. Offered occasionally.*

**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. *This course is cross-listed as WOST 377. Offered every two or three years.*

**378. Society and 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. *This course is cross-listed as WOST 378. Offered every two or three years.*

**382. 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.

**388. African-American History** A survey of black history from pre-colonial Africa and the origins of slavery in the American colonies to the urban migrations of the 20th century. *This course is cross-listed as AMST 301 (African-American History).*

**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. *This course is cross-listed as ANTH 223.*

**392. Immigrant America** This course examines the experiences of immigrant and migrant Americans from the 17th through the 20th centuries, with special emphasis on the periods 1870-1914 and 1965-present. It will analyze the changing context of the immigrant and migrant experience as depicted in historical, autobiographical, and fictional narratives. *Offered every other year.*

**394. The Family in America** Traces the history of the American family from the colonial period through the present, using an interdisciplinary approach that combines readings in demography, social history, psychology, literature, and anthropology. Topics explored include family formation and gender creation, marriage and divorce, family violence, and the social impact of changing patterns of mortality and fertility.



**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. *Prerequisites: 204 and 304 (or its equivalent), or permission of instructor.*

## HUMANITIES

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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 the 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. Fulfills the requirement for Division I.a., I.b., or I.c., depending upon topic.*

**220. Masterpieces of the Western World** This course will have the same syllabus as 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.*

*Note:* Students may take either course for credit but not both. Either course fulfills Division I.a. distribution requirement.

**The following courses are 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.*

**309. Studies in the Humanities I** The primary aim of 309 is to help students understand works of art as human statements that share certain formal principles and make manifest (in their differing ways) a variety of common values. The course explores not only those formal and aesthetic principles to which all the arts respond in various historical eras, but also those occasions when one art form influences another. A second major goal is to study the ways that literature, the fine arts, drama, and music might well be understood by considering the sensibilities of the creator within the socio-cultural influences of a particular epoch. The emphasis in this regard is on the ways in which the history and geography of London can help us appreciate the production, performance or displaying of the arts in a specific cultural context. *This course will fulfill neither a distribution nor a major requirement. Prerequisite: acceptance into the Dickinson Humanities Program in England. Offered only in the Dickinson Humanities Program in England.*

**310. Studies in the Humanities II** A continuation of 309, pursuing the same concerns only in a different setting: The new focus is on the ways in which the history and geography of Norwich and East Anglia in particular, and "the country" in general, can help us appreciate the production, performance or displaying of the arts in a specific cultural context. Students will build upon individual research projects undertaken in 309, studying the special impact of setting on culture. *This course will fulfill neither a distribution nor a major requirement. Prerequisite: 309. Offered only in the Dickinson Humanities Program in England.*

**315. Topics in the Humanities** This course permits the exploration of a discipline-specific topic in the context of English culture. Topics will vary according to the discipline of the director and may include topics from the following disciplines: dramatic arts, literature, art, history, and music. *This course will not fulfill a distribution requirement and will fulfill a major requirement if so directed by the department of the Dickinson Director. Prerequisite: permission of the instructor. Offered only in the Dickinson Humanities Program in England.*

## INTERDISCIPLINARY STUDIES

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### AMERICAN AND GLOBAL MOSAIC SEMESTER PROGRAMS

**202. Mosaic Semester** A 4-course credit community study with extensive field work which engages students and faculty in an intensive, first-hand examination of the history, sociology, ethnography, and culture of a local community in central Pennsylvania. The particular site of the study and the methodological approach varies according to the interests and expertise of the collaborating faculty who team-teach the semester. Students in the Mosaic concentrate on this project during the semester, integrating three courses as well an independent study for a total of four courses based on their field work under the direction of one of the contributing faculty. *Prerequisite: sophomore standing and permission of the instructors.*

#### **1996 Ethnic and Labor Relations, Steelton, PA**

Sharon O'Brien, James Hope Caldwell Professor of American Culture and Professor of English and American Studies

Susan Rose, Professor of Sociology

Charles A. Barone, Professor of Economics

#### **1998 Latino Migrant Workers in Adams County, PA**

Kjell I. Enge, Associate Professor of Anthropology

John D. Bloom, Assistant Professor of American Studies

#### **2001 Patagonia, Argentina and Steelton, PA**

Susan Rose, Professor of Sociology

Marcelo Borges, Associate Professor of History

#### **2003 Adams County, PA and Mexico**

Susan Rose, Professor of Sociology

Kjell I. Enge, Associate Professor of Anthropology

Marcelo Borges, Associate Professor of History

#### **2005 Geology and Sociology of Disasters, Montserrat**

Daniel Schubert, Associate Professor of Sociology

Benjamin R. Edwards, Assistant Professor of Geology

#### **2006 Venezuela: Democracy, Development, and the Bolivarian Process**

Susan Rose, Professor of Sociology

Sinan Koont, Associate Professor of Economics

#### **2008 Venezuela and the U.S.: Sustainable Agro-Ecosystems and Cooperative Movements**

Susan Rose, Professor of Sociology

Jennifer Halpin, Director of the Dickinson College Farm

## MAJORS

Africana Studies

American Studies

Archaeology  
 Biochemistry & Molecular Biology  
 Dance & Music  
 East Asian Studies  
 Environmental Science  
 Environmental Studies  
 International Business & Management  
 International Studies  
 Italian Studies  
 Judaic Studies  
 Law and Policy  
 Medieval & Early Modern Studies  
 Middle East Studies  
 Neuroscience  
 Policy Management  
 Theatre Arts  
 Women's Studies

### CERTIFICATES

Health Studies  
 Latin American Studies

### COURSES

**150. Introduction to Intercultural Communications** 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.*

**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 Office of Global Education for the list of programs offering this course.*

## INTERNATIONAL BUSINESS & MANAGEMENT

### FACULTY

**Stephen E. Erfle**, Associate Professor of International Business and Management  
**Michael J. Fratantuono**, Associate Professor of International Studies, Business and Management  
**Dengjian Jin**, Associate Professor of International Business and Management, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in International Studies, Business and Management, Chair  
**Michael S. Poulton**, Senior Lecturer Practitioner in International Business and Management  
**David M. Sarcone**, Assistant Professor of International Business and Management  
**Sukant Bhattacharya**, Assistant Professor of International Business and Management (on leave 2008-09)  
**C. Helen Takacs**, Assistant Professor of International Business and Management  
**Adis M. Vila**, Visiting Assistant Professor of International Business and Management  
**Michael Blue**, Visiting Assistant Professor of International Business and Management

## CONTRIBUTING FACULTY

**Grace L. Jarvis**, Senior Lecturer in Spanish

**Brian J. Whalen**, Associate Dean and Executive Director of Global Education, Associate Professor of International Studies, Business and Management

## MAJOR

15 Courses + non-credit field experience/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

200: Global Economy

220: Managerial Decision Making

230: International Organizational Behavior

240: Marketing in a Global Context

250: Finance

400: Senior Seminar in International Business Policy & Strategy

### FOREIGN LANGUAGE ELECTIVE COURSES(3)

3 courses beyond the intermediate level in one foreign language

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 three courses with U.S. content in the social sciences or humanities.

### ELECTIVE COURSES OFFERED BY THE INBM DEPARTMENT(2)

Two INBM 300-level electives

### AN INTERNSHIP WITH TRANSCRIPT NOTATION OR APPROVED FIELD EXPERIENCE

(This does not carry a course credit.)

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 his/her math skills in order to thrive in the major. The department suggests a course of self-study that includes algebra and geometry or by taking MATH 121 or 151.

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.

## SUGGESTED FOUR YEAR PROGRAM

First Year: Progress in completing ECON 111, 112; INBM 100, 110; foreign language courses

Second Year: ) Progress in completing 200, 220, 230, 240, and 250 (plan to complete at least 3 of 5 prior to studying abroad); continued foreign language study

Third Year: Majors are encouraged, but not required to study abroad for a semester or full year. While abroad, students may continue taking foreign language; courses in the core (when appropriate); and electives at the 300-level.

Fourth Year: 300 (two courses); 400

*NOTE:* Students who wait until their sophomore year to take ECON 111 and 112 can still complete the major. However, these students may have difficulty going abroad for a full year and completing the major.

## HONORS IN THE MAJOR

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 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.*

**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. *This course fulfills the Quantitative requirement.*

**200. Global Economy** Concentration upon strategies pursued by nation states in their interaction with international business enterprises and nongovernmental organizations. Students will work from an interdisciplinary perspective, with case studies of episodes in U.S. economic history and of selected countries from Africa, Asia, Europe and Latin America. To facilitate their analysis, students will study concepts drawn from trade theory, commercial and industrial policy, balance of payments accounting, exchange rate determination, and open-economy macroeconomics. As such, the course will draw heavily from the introductory economics courses. This approach will help develop an appreciation for the complex environment in which both political leaders and corporate managers operate. *Prerequisite: ECON 111 and 112; concurrent enrollment in ECON 112 by permission of the instructor. This course fulfills the Quantitative requirement.*

**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. This course fulfills the Quantitative requirement.*

**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. Depending upon topic, this course may fulfill Comparative Civilizations requirement.*

**240. Global Context from Marketing** 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. 210 is recommended but not required.*

**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. This course fulfills the Quantitative requirement. Completion of both 240 and 250 fulfills the WR requirement.*

**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.*

**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 at least four of the five 200-level courses (200, 220, 230, 240, 250). This course will not fulfill distribution requirement.*

# INTERNATIONAL STUDIES

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## FACULTY

**Douglas T. Stuart**, Professor of Political Science and International Studies; J. William Stuart and Helen D. Stuart Endowed Chair in International Studies, Business and Management; Adjunct Professor, U.S. Army War College (Director of the K. Robert Nilsson Center for European Studies in Bologna, 2008-10)

**Russell Bova**, Professor of Political Science

**Michael J. Fratanuono**, Associate Professor of International Studies, Business and Management, Chair

**Kristine Mitchell**, Assistant Professor of Political Science and International Studies

**Edward Webb**, Assistant Professor of Political Science and International Studies

**Andrew T. Wolff**, Visiting Instructor in Political Science and International Studies

## CONTRIBUTING FACULTY

**Brian J. Whalen**, Associate Dean and Executive Director of Global Education, Associate Professor of International Studies, Business and Management

## MAJOR

### CORE POLITICAL SCIENCE COURSES (2)

POSC 170: International Relations

POSC 280: American Foreign Policy

### CORE ECONOMICS COURSES (3)

ECON 111: Introduction to Microeconomics

ECON 112: Introduction to Macroeconomics

INBM 200 Global Economy; or

ECON 248 World Economy (in Bologna); or

ECON 348 International Economics

### CORE HISTORY COURSE (1)

One course in diplomatic history. The following diplomatic history courses would satisfy this requirement: HIST 358, HIST 382 or HIST 315 (when the topic is World Diplomatic History). Alternatively, the student may take a history course which emphasizes diplomacy, such as US-Latin American Relations (HIST 383); US Relations with Japan (HIST 315) or The Cold War (HIST 315).

### COURSES IN THE TARGET LANGUAGE (2)

2 courses in foreign language beyond the intermediate level

### GENERAL ELECTIVES (4)

Four electives which must pertain to the student's country/regional cluster or to the functional theme of "Human Security and Globalization," examined from a transnational, global perspective. For example, a student with a regional cluster on Latin America must have four Latin American-related electives; a student with a "Human Security and Globalization" cluster must have four courses connected to that transnational theme. "Human Security and Globalization" courses must be clearly global in focus, rather than country or region specific. A list of courses that fit that theme will be regularly posted and updated on the International Studies Web page. The four electives must come from at least two departments.

### CAPSTONE COURSES (2)

401: Senior Seminar



402-403: Integrated Study (1/2 course each semester) culminating in the International Studies Oral Exam

### SENIOR ORAL EXAMINATION

One especially challenging part of the major is the comprehensive oral examination at the end of the senior year. The exam lasts one hour, and involves questions relating to all four components of the International Studies Program.

### SUGGESTED FOUR-YEAR PROGRAM

First Year: POSC 170; ECON 111 and 112; foreign language

Second Year: POSC 280; INBM 200 or required Diplomatic History; elective in area of concentration; foreign language

Third Year: complete INST language requirements; complete electives in area of concentration; complete INST core requirements

Fourth Year: 401 and 402-403; complete any remaining major requirements

### HONORS IN THE MAJOR

A student will be awarded Honors if the student has a 3.50 average overall and in the major, an A or A- in International Studies 401, and Honors in the oral examination.

### OPPORTUNITIES FOR OFF-CAMPUS STUDIES

Though not required, study abroad is very strongly encouraged, and most majors spend at least a semester abroad. Choice of study abroad program should be selected in consultation with your major advisor.

### COURSES

**270. European Union** The European Union (EU) remains a work-in-progress, and this course will help students to contextualize the EU's development since the mid-1950s, understand the way that it currently functions, and think about how it is likely to evolve in the future. Substantively, the course covers the theory and history of European integration; the EU's unusual (and evolving) institutional structure and political processes; the major policy areas of the EU; and the power dynamics between the EU and its member states.

**290. Selected Topics in International Studies** Special topics not usually studied in depth in course offerings are examined.

**390. Topics in International Studies** Various topics of interest will be taught on an occasional basis.

**401. Interdisciplinary Seminar Research** Integrated the various disciplines in the major, normally involving the student's geographic area.

**402, 403. Integrated Study** During the senior year, students will prepare for an oral examination in the core disciplines and in their area. The examination will be administered by the supervising committee.  
*One-half course credit each semester.*

## INTERNSHIPS

**Beginning Spring 2008**, students completing an internship not-for-credit will be able to register for a transcript notation as official recognition of this type of experience. The Career Center will oversee these internships. Academic credit will be offered in those majors which require internship credit: Women's Studies. Students register via Banner Self-Service.

## COURSES

**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. *Also offered at Dickinson Centers abroad. Prerequisite: Must be simultaneously engaged in an internship. This course is offered credit/no credit only.*

**7xx. Internships for departmental credit** This is available to students who are in majors which require internships, including Women's Studies. Students will register via Banner with consultation from the supervising faculty member. Faculty-sponsored internships are registered individually as 700 courses specifically attached to the departments in which they are arranged. Students receive credit for the combination of coursework and the work at the internship site. Arrangements for the internship must be made in advance. Students wishing to undertake a faculty-sponsored internship need to consult with the faculty sponsor during the semester preceding the one in which the internship will be undertaken. *This course is offered credit/no credit only.*

## ITALIAN

See French & Italian.

## ITALIAN STUDIES

### CONTRIBUTING FACULTY

**Sylvie G. Davidson**, Professor of Romance Languages and Literatures, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in Global Education (Director of the Dickinson College Center in Toulouse, Spring 2009)

**Nicoletta Marini-Maio**, Assistant Professor of Italian, Coordinator

**Heather Merrill**, Associate Professor of Anthropology and Geography

**Tullio Pagano**, Associate Professor of Italian (on leave Fall 2008)

**J. Mark Ruhl**, Glenn E. and Mary Line Todd Professor of Political Science (on partial leave 2008-09)

**Melinda Schlitt**, Professor of Art History, William W. Edel Professor of Humanities

**Douglas T. Stuart**, Professor of Political Science and International Studies; J. William Stuart and

Helen D. Stuart Endowed Chair in International Studies, Business and Management; Adjunct

Professor, U.S. Army War College (Director of the K. Robert Nilsson Center for European Studies in Bologna, 2008-10)

**Stephen Weinberger**, Robert Coleman Professor of History

**Blake Wilson**, Associate Professor of Music

### MAJOR

1. Required courses within the Italian department:

a. ITAL 231

b. ITAL 232 (can be replaced with ITAL 270, offered in Bologna, fall semester)

c. ITAL 251

d. ITAL 252

e. ITAL 320

f. ITAL 400

### 2. Required courses taken in other departments:

- a. ARTH 132: The Arts of Italy (*offered only in Bologna*) or ARTH 300: Italian Renaissance Art 1250-1450 or ARTH 301: Italian Renaissance Art 1450-1563. *Prerequisite for Italian studies major only: ARTH 101 or 102 or permission of instructor*
- b. HIST 232: Modern Italy (*offered in Bologna and occasionally in Carlisle*)

### 3. Elective emphases: two courses to be taken in one area of emphasis. These courses are to be chosen in consultation with your advisor in Italian studies. Other approved courses may be substituted for any course in an area of emphasis when the contents of the course are suitable.

- a. **Humanities** CLST 224: Roman Archaeology; ARTH 304: Southern Baroque. *Prerequisite for Italian studies major only: ARTH 101 or 102 or permission of instructor. (offered occasionally)* MUSC 351: Seminar in Medieval and Renaissance Music; PHIL 242: Medieval and Renaissance Philosophy
- b. **History** CLST 253: Roman History; HIST 223: Renaissance Europe; HIST 358: 19th-20th Century European Diplomacy
- c. **Social Sciences** INTD 390: Intercultural Seminar (*offered only in Bologna*); POSC 250: Comparative West European Systems; POSC 275: Comparative Industrial Relations (*offered only in Bologna*); POSC 276: Italian Politics (*offered only in Bologna*); POSC 290/ECON 214: European Economic Integration (*offered only in Bologna*); SOCI 230 (topic where appropriate)

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

### JUNIOR YEAR

The curriculum for Italian Studies students is comprised of three elements, as follows:

- 1) K. Robert Nilsson Center courses which serve well the interdisciplinary character of the Italian Studies major. Students are encouraged to conduct research and to write their papers for these courses in Italian.
- 2) Independent Studies, in Italian, involving specialized projects using resources available only in Italian. 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.
- 3) Courses at the University of Bologna chosen from a wide variety of university courses appropriate to the major. The Coordinator of Italian Studies should be contacted for information.

### SUMMER IMMERSION PROGRAM

The Department offers a five-week student immersion program in Bologna at the beginning of each summer. This program is of special interest to students who cannot spend a year abroad. 220 Summer Immersion counts toward the major in Italian Studies or the minor in Italian.

## JAPANESE

See East Asian Studies.

# JOURNALISM

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## COURSES

**200. Newspaper Journalism** This course offers a broad overview of the practice of newspaper journalism combined with rigorous training in news writing. Students will be required to write numerous short articles and several longer pieces of reporting. Readings and discussion topics will include the history, ethics and techniques of newspaper reporting. Students must have solid writing skills and the self confidence to conduct interviews. *This course will fulfill the WR distribution requirement.*

# JUDAIC STUDIES

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## FACULTY

**Andrea B. Lieber**, Associate Professor of Religion, Sophia Ava Asbell Chair in Judaic Studies,  
Coordinator  
**Nitsa Kann**, Assistant Professor of Judaic Studies

## CONTRIBUTING FACULTY

**David Commins**, Professor of History, Benjamin Rush Chair in the Liberal Arts (on leave 2008-09)  
**Neil Diamant**, Associate Professor of Asian Law & Society and Political Science  
**Nicoletta Marini-Maio**, Assistant Professor of Italian  
**Rebecca Marquis**, Assistant Professor of Spanish and Portuguese  
**Edward P. Merwin**, Part-time Assistant Professor of Religion and Coordinator of the Hillel Program,  
Director of The Milton B. Asbell Center for Jewish Life  
**Theodore Pulcini**, Associate Professor of Religion  
**Karl Qualls**, Associate Professor of History  
**Shalom Staub**, Assistant Provost for Academic Affairs

## MAJOR

### 1. Required courses:

HEBR 111, 112, to be begun no later than the sophomore year (or other language if suitable;  
consult the coordinator)  
RELG 103: Hebrew Scriptures in Context  
JDST 104: Introduction to Judaism  
JDST 219: History of the Jews

**2. One course that views religion from a comparative or methodological perspective**, e.g., RELG 101 or 390 or ANTH 233, taken in or before the junior year. (Courses from American Studies or Sociology might also be used to fulfill this requirement, with consent of the professor and the Judaic Studies coordinator.)

**3. Three coordinated and complementary electives.** To obtain Judaic Studies major credit in these courses, students are required: (1) to keep a journal or portfolio, as appropriate, of course materials having a Judaic Studies focus, and (2) to do a special project, with a Judaic Studies focus. The latter may serve as the regular term paper in that course, if permitted by the instructor. Judaic Studies work will be reviewed at least twice during the term by appropriate members of the Judaic Studies Steering Committee.

Examples include:

Classical Studies. 251: Greek History; 253: Roman History

English. 364: Studies in Fiction and Modern Poetry; 383: Contemporary American Fiction  
Art & Art History. 203: Medieval Art  
German. 241: German Cultural History II  
History. 105: Medieval Europe; 117: American History I; 118: American History II; 121: History of the Middle East I; 122: History of the Middle East II; 230: Modern Germany; 313: Deviance in Modern Europe; 371: Arab-Israeli Conflict;  
Judaic Studies. 206: Jews & Judaism in the United States; 219: History of the Jews; 241: Judaism in the Hellenistic Period  
Philosophy. 382: Theories of Knowledge  
Political Science. 280: American Foreign Policy since 1945  
Religion. 207: Holocaust & the Future of Religion; 211: Religion and Fantasy; 241: American Jewish Fiction; 316: Modern Jewish Thought

### 4. JDST 490

### MINOR

1. One year (two courses) of Hebrew or other language if appropriate
2. RELG 103
3. JDST 104
4. Two electives (JDST 219 is recommended).

*NOTE:* See coordinator for further courses acceptable toward the major.

### SUGGESTED FOUR YEAR PROGRAM

First Year: HEBR 103, 104; RELG 103

Second Year: HEBR 116,231; JDST 219; RELG 104

Third Year: PHIL 261; JDST 260; RELG 260

Fourth Year: RELG/JDST 316, Women and Gender in Modern Judaism; RELG 241, American Jewish Fiction or RELG 206

*NOTE:* Numerous variations are possible; see the coordinator for further courses acceptable toward the major.

### INDEPENDENT STUDY

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 IN THE MAJOR

Honors may be granted in Judaic Studies for a two-semester project that results in a well-researched, sophisticated, finely crafted theses within the range of 60 to 100 pages. Students will work closely with one advisor but will receive guidance and resources from other members of the department. Only the best projects will be granted Honors, but any student who completes the project will receive credit for the two semesters of work.

### 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

104. **Introduction to Judaism** *See course description with RELG 104 listing.*

105. **Judaism in the Time of Jesus** *See course description with RELG 105 listing.*

206. **Jews and Judaism in the United States** *See course description with RELG 206 listing.*

215. **Jewish Environmental Ethics** Since the 1960s 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 texts. Emphasizing the way 'land' figures as an important theme in classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (i.e., Zionism and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies. *Offered every three years in rotation with the offering of ENST 111. This course is cross-listed as RELG 215.*

216. **Topics in Judaic Studies** Selected topics in Judaic Studies. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field. Examples of topics offered: American Jewish Fiction; Modern Jewish Thought; Jews in Film and Pop Culture; Women, Gender and Judaism.

219. **History of the Jews** *See course description with RELG 219 listing.*

240. **Women in Judaism** Half of any people's history is lived by its women, but their part in the history is often overlooked or minimized by (male) historians. From the Matriarchs to Golda Meir, this course examines the roles and contributions of noteworthy as well as ordinary women in Jewish society throughout 3500 years of history.

241. **Judaism in the Hellenistic Period** Greek culture posed the most potent challenge to the survival of Jewish culture from Alexander's time to ours. This course examines how Judaism coped with an essentially friendly, multicultural society into which it was involuntarily thrust. Covers the period 333 b.c.e. to 313 c.e.

316. **Topics in Judaic Studies** *See course description with RELG 316 listing.*

490. **Senior Thesis** An independent project supervised by the Judaic Studies coordinator and an advisor from the appropriate department. The product of this course will be a written term paper that is also defended orally before a panel of three professors. *Open to senior Judaic Studies majors only.*

## HEBREW

\*101, 102. **First-Year Biblical Hebrew** Fundamentals of Hebrew morphology and grammar. Second term includes readings from Biblical narrative texts.

\*103, 104. **Elementary Modern Hebrew** Introduction to the modern Hebrew language. Alphabet, phonics and grammatical structures. Emphasizes development of reading comprehension, composition and conversational skills.

\*111, 112. **Intermediate Hebrew** Review of grammar, rapid reading of selected texts; Book of Amos in the second semester. *Prerequisite: 102 or the equivalent.*

116. **Intermediate Modern Hebrew** Formal study of Hebrew language with emphasis on oral practice and writing skills. *Prerequisite: 104 or the equivalent.*

200. **Advanced Modern Hebrew** Expansion of language proficiency through 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: 116 or the equivalent.*

231. **Hebrew Conversation and Composition** Advanced practice in conversation, reading and writing. Careful attention to grammar and style. *Prerequisite: 116.*

232. **Topics in Hebrew Literature** Thematic study of Hebrew literature, with an emphasis on close reading, comprehension and interpretation. *Prerequisite: 116.*

331. **Topics in Hebrew Literature and Israeli Culture** Intensive study of a particular author, genre, or period. Introduction to the use of critical theory in literary analysis. *Prerequisite: 231.*

## LATIN

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See Classical Studies.

## LATIN AMERICAN STUDIES

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### CONTRIBUTING FACULTY

Elise Bartosik-Vélez, Assistant Professor of Spanish

Marcelo Borges, Associate Professor of History (on leave 2008-09)

Kjell I. Enge, Associate Professor of Anthropology, Coordinator

Sinan Koont, Associate Professor of Economics

Rebecca E. Marquis, Assistant Professor of Spanish and Portuguese

Mariana Past, Assistant Professor of Spanish (on leave 2008-09)

Alberto Rodriguez, Associate Professor of Spanish

J. Mark Ruhl, Glenn E. and Mary Line Todd Professor of Political Science (on partial leave 2008-09)

Jorge R. Sagastume, Associate Professor of Spanish (on leave Spring 2009)

### CERTIFICATE IN LATIN AMERICAN STUDIES

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Students should declare their intention to pursue the LAST Certificate to the LAST Coordinator and with the Registrar's Office by the beginning of their junior year. Students who successfully complete all the requirements stated below will be issued a Certificate in Latin American Studies which will be awarded upon graduation from the college and will be recorded on their transcript.

The certificate in Latin American Studies requires (1) the successful completion of LAST 201; (2) completion of six other approved courses or independent studies dealing with Latin America taken in at least three academic departments, e.g., ANTH 222, ECON 349, POSC 251, SPAN 232 and 242, etc.; (3) demonstrated language proficiency in Spanish or Portuguese, equivalent, as a minimum, to the completion of a 200-level conversation and composition course; (4) the completion of an interdisciplinary research paper written under the supervision of at least two faculty members from different departments, and for which one course credit, one-half in the fall and one-half in the spring semester, will be



offered under LAST 490 taken in the fall and spring semesters of the senior year; and (5) the successful oral defense of the research paper before a committee of at least three program professors.

### SUGGESTED FOUR YEAR PROGRAM

First Year: Spanish or Portuguese language; LAST 201

Second Year: SPAN 231 or 232 or PORT 231; LAST courses

Third Year: LAST courses; Spring semester, Dickinson in Mexico Program at the University of Querétaro

Fourth Year: LAST 490; Research Paper

*NOTE:* Students must apply to the Latin American Studies Certificate Program by the beginning of their junior year.

### INDEPENDENT STUDY

Independent Studies on Latin American topics in the Departments of Political Science, Anthropology, Spanish and Portuguese, 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.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

The Dickinson in Mexico Program at the University of Querétaro is an integral part of Latin American Studies at the college. This is a spring semester program. Students who participate in other off-campus programs approved by the college's Dean of International Education may petition the Committee of Contributing Faculty to have a maximum of three Latin American courses taken in said programs applied to the requirements stated above.

### COURSES

**201. Introduction to Latin American Studies** A multi-disciplinary, introductory course designed to familiarize students with Latin American societies through a study of their history, economics, politics, literature, and culture. The purpose of the course is to provide a framework or overview to enhance understanding in the students' future courses in particular disciplines and specific areas of Latin American study. *No prerequisite, required of all Latin American certificate candidates.*

**490. Latin American Interdisciplinary Research** 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 one-half course credit and then defended and revised in the spring semester for the other half credit. Designed to satisfy requirement four (4) of Latin American Certificate Program. *Prerequisite: seniors in the program.*

The following course is offered in Querétaro:

**202. Mexican Culture and History** This course is an examination of the cultural, economic, and political history of Mexico designed to provide an understanding of the complexities of modern Mexican society. Students will examine pre-Hispanic cultures, the colonial era, Mexican independence from Spain, the revolution, 20th century political parties, the sexual revolution, current economic inequality, ethnic and linguistic diversity, and the conflict in Chiapas. Special emphasis will be placed on the history of the state of Querétaro in relation to the Mexican nation. Class trips will be made to selected areas of Mexico that are of archaeological, cultural and historical significance.

## LAW & POLICY

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See Policy Studies.

## MATHEMATICS & COMPUTER SCIENCE

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### FACULTY

Barry A. Tesman, Professor of Mathematics  
Timothy A. Wahls, Associate Professor of Computer Science  
Lorelei Koss, Associate Professor of Mathematics (on leave 2008-09)  
David S. Richeson, Associate Professor of Mathematics, Chair  
Grant W. Braught, Associate Professor of Computer Science  
Richard J. Forrester, Associate Professor of Mathematics  
John MacCormick, Assistant Professor of Computer Science  
Jeffrey S. Forrester, Assistant Professor of Mathematics  
Jennifer Froelich, Instructor in Mathematics  
Thotsaporn Thanatipanonda, Visiting Instructor in Mathematics

## COMPUTER SCIENCE

### MAJOR

Eleven courses in computer science including:

132, 232, 251, 314, 332, 356, 491, 492

A Systems course (352, 354 or another designated special topics course).

One elective numbered 200 or higher (Upon prior approval of the department, an appropriate course outside of computer science may replace the 200-level elective).

One elective course numbered 300 or higher.

Two courses in mathematics:

MATH 161 (or MATH 151 and MATH 152)

MATH 211

### MINOR

Six courses in computer science numbered 132 or higher, including: 132, 232 and 251.

One elective course numbered 200 or higher (Upon prior approval of the department, an appropriate course outside of computer science may replace the 200-level elective.)

Two elective courses numbered 300 or higher.

*Note:* 131 is a prerequisite for 132. Students with prior programming experience may place out of 131.

### SUGGESTED FOUR YEAR PROGRAM

First Year: 131, 132, MATH 161 (or MATH 151 & 152)

Second Year: 251, 232, MATH 211

Third Year: 356, 354/352, 332, Computer Science Elective

Fourth Year: 491, 314, 492, Computer Science Elective

*Note:* Students who have taken Advanced Placement (AP) or International Baccalaureate (IB) exams

may be given credit for COMP 131, COMP 132 and COMP 232 depending upon their score. Students without AP or IB scores but with least one year of object oriented programming experience in Java may, with faculty approval, be placed into COMP 132.

## HONORS IN THE MAJOR

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.

## COURSES

**131. Introduction to Computer Science I** An introduction to Computer Science as a major scientific discipline. Special emphasis is placed on problem solving and experimentation via programming in Java. Topics covered include the design of objects and the use of flow-of-control constructs, along with techniques for testing software. *Three hours classroom and two hours laboratory a week. Offered every semester.*

**132. Introduction to Computer Science II** A problem-solving course that utilizes object-based software design using Java. Topics include code modularity and reusability, recursion, data storage, and the 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: 131 or one year of object oriented programming in Java and instructor's permission. Three hours classroom and two hours laboratory a week. Offered every semester.*

**203, 204. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course credit.*

**232. Data Structures and Problem Solving** An advanced problem-solving course that focuses on the design and analysis of data structures including lists, stacks, queues, trees, and hash tables. Concepts in generic programming are also introduced. The lab component focuses on the implementation of data structures and their application to solving complex problems. *Prerequisite: 132. Three hours of classroom and two hours laboratory a week. Offered every spring.*

**241. Numerical Methods** An introduction to numerical methods for solving mathematical problems. Topics chosen from interpolation, numerical differentiation and integration, solutions to linear and non-linear systems, numerical solutions to differential equations and related topics. *Prerequisite: MATH 211 and knowledge of a programming language. Cross-listed as MATH 241. Offered in even numbered spring semesters.*

**251. Computer Organization and Architecture** An introduction to the internal structure and operation of computers. Topics include an introduction to assembly language programming, data representation, machine arithmetic, digital logic, basic hardware components, input/output processing and a survey of modern machine architectures. *Prerequisite: 132. Offered every fall. NOTE: Completion of both 251 and 332 fulfills the WR requirement.*

**314. Theoretical Foundations of Computer Science** An introduction to the theory of computation. Topics include formal language theory (grammars, languages, and automata including Turing machines), and an introduction to the concept of undecidable problems, including the halting 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. Offered in odd numbered fall semesters.*

**332. Analysis of Algorithms** A study of algorithmic approaches to problem-solving and techniques for analyzing and comparing algorithms. Approaches such as divide-and-conquer, dynamic programming, and backtracking will be explored in conjunction with complex structures such as trees and graphs. Topics in computational complexity include asymptotic complexity measures, intractability, and NP-complete problems. *Prerequisite: 232, MATH 211. Offered every fall. NOTE: Completion of both 251 and 332 fulfills the WR requirement.*

**352. Computer Networks** An examination of the hardware, software and protocols used in computer networks. Topics include layered architectures, client server computing, reliable and unreliable protocols, data encoding and compression, error detection and correction, routing, examination of the internet as an example and an introduction to network programming. *Prerequisite: 232 and 251. Offered in odd numbered springs.*

**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 251. Offered in even numbered springs.*

**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 falls.*

**378. Database Systems** A study of the conceptual, technical and social issues involved in organizing, storing and accessing large volumes of data. Topics include data modeling, relational data base design, relational algebra, data definition languages and data manipulation languages. *Prerequisites: 232 and MATH 211. Offered in even numbered springs.*

**393, 394. Special Topics** Topics to be announced when offered. Possibilities include Software Engineering, Parallel Computing, and Compiler Design. *Prerequisite: permission of the instructor.*

**491. Fall Senior Seminar** Students define and begin a year-long project. Written and oral presentation of project progress reports will be required. Contemporary social, ethical, technical and philosophical issues in computer science will also be examined. *Prerequisite: Senior standing. Offered every fall.*

**492. Spring Senior Seminar** A continuation of the project begun in 491 culminating in a written thesis and public presentation. Additional contemporary issues in computer science may be considered. *Prerequisite: 491. Offered every spring.*

## MATHEMATICS

### MAJOR

161 (or 151, 152), 162, 211, 261, 262, 351, 361

One math course having 351 or 361 as a prerequisite

One additional math course numbered 301 or higher

Two mathematics electives numbered 201 or higher. One elective may be replaced by COMP 131-132 or by the professional semester for students pursuing certification in mathematics, or, upon prior approval by the department, a mathematics-intensive course from another department.

## MINOR

162 and 211, one of the three courses 325, 351 or 361 and two other courses numbered 201 or higher. Possible tracks include: Track 1: 161, 162, 211, 261, 262, 361; Track 2: 161, 162, 211, 262, 351, elective; Track 3: 161, 162, 211, 225, 261, 325. Tracks 1 and 2 focus on theoretical mathematics. Track 3 focuses on statistics.

## SUGGESTED FOUR YEAR PROGRAM

*Model 1* – MATH 151 as entry point (for students who place into 151)

First Year: 151, 152

Second Year: 162, 211, 261, 262

Third and Fourth Years: 351, 361, Mathematics Electives

*Model 2* – MATH 161 as entry point (for students with suitable pre-calculus preparation)

First Year: 161, 162

Second Year: 211, 261, 262

Third and Fourth Years: 351, 361, Mathematics Electives

*Note:* Students who have taken Advanced Placement (AP) or International Baccalaureate (IB) exams may begin the major with MATH 162 (Calculus II), MATH 211 (Discrete Mathematics) or MATH 261 (Calculus III), depending upon their score.

Students who are interested in applied mathematics should consider the electives 225, 241, 325, and 331 during their third and fourth years.

## HONORS IN THE MAJOR

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.

## 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.*

\*151, 152. First semester: a study of functions and limits with an introduction to derivatives. Second

semester: continuation of differential calculus and an introduction to integral calculus with emphasis on applications. As needed, this sequence is augmented with a review of algebra, geometry, etc. Students are strongly encouraged to take both semesters. *A two-course sequence designed to prepare students for MATH 162, Calculus II. Course meets in a computer lab five hours per week. Because of course content similarity, students cannot receive credit for both MATH 152 and MATH 161. Prerequisite: departmental placement. 151 is offered every fall; 152 is offered every spring.*

**161. Calculus I** The study of real-valued functions, limits, derivatives, and their applications, the definition of the Riemann integral, and the Fundamental Theorem of Calculus. *Three hours of classroom and two hours of lab per week. Because of course similarity, students cannot receive credit for both 152 and 161. Prerequisite: departmental placement, or 151 with permission of the instructor. Offered every fall.*

**162. Calculus II** The study of transcendental functions, methods of integration, and infinite sequences and series. Optional topics include separable differential equations and an introduction to parametric equations. Concepts and applications are emphasized. *Three hours classroom and two hours of lab per week. Prerequisite: 152 or 161 or departmental placement. Offered every semester.*

**201, 202. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course.*

**211. Discrete Mathematics** An introduction to fundamental mathematical concepts used in mathematics as well as computer science, with an emphasis on writing mathematical arguments. The course presents the principles of mathematical logic and methods of proof such as direct and indirect proofs and mathematical induction. Other topics include sets, functions, relations, matrix algebra, and techniques from elementary combinatorics and graph theory. *Prerequisite: 161 or COMP 131. NOTE: Completion of both 211 and 262 fulfills the WR requirement. Offered every fall.*

**225. Probability and Statistics I** An introduction to the core ideas of probability and statistics. Topics include discrete and continuous random variables, joint and conditional distributions, expectation, variance, random sampling from populations, hypothesis tests, confidence intervals, and a brief introduction to simple linear regression. *Prerequisite: 162. Offered in even numbered fall semesters.*

**241. Numerical Methods** An introduction to numerical methods for solving mathematical problems. Topics chosen from interpolation, numerical differentiation and integration, solutions to linear and non-linear systems, numerical solutions to differential equations and related topics. *Prerequisite: 211 and knowledge of a programming language. This course is cross-listed as COMP 241. Offered in even numbered spring semesters.*

**261. Calculus III** Multivariate calculus including vectors, three-dimensional analytic geometry, vector-valued functions, functions of several variables, partial differentiation, and multiple integration. Additional topics if time permits. *Prerequisite: 162 or departmental placement. Offered every spring.*

**262. Introduction to 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. NOTE: Completion of both 211 and 262 fulfills the WR requirement. Offered every spring.*

**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 series solutions. Includes a strong emphasis on applications. *Prerequisite: 261. Offered every two years.*

**301, 302. 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. Theoretical Foundations of Computer Science** An introduction to the theory of computation. Topics include formal language theory (grammars, languages, and automata including Turing machines), and an introduction to the concept of undecidable problems, including the halting problem. *Prerequisite: COMP 132 and MATH 211.*

**325. Probability and Statistics II** A continuation of Introduction to Probability and Statistics I. Includes such topics as analysis of variance, multiple and nonlinear regression, goodness of fit tests for categorical data, nonparametric methods, and statistical quality control. *Prerequisites: 225 and 261. Offered in odd numbered spring semesters.*

**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. Offered in odd numbered fall semesters.*

**351. Algebraic Structures** An introduction to axiomatic formalism using algebraic structures as paradigms. Topics chosen from groups, rings, integral domains, fields and vector spaces. *Prerequisite: 262. Offered every spring.*

**361. Analysis I** 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: 261 and 262. Offered every fall.*

**401, 402. 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, and the classification of spaces. Optional topics include metric spaces, identification spaces, manifolds, and the fundamental group. *Prerequisite: 361 and completion of, or concurrent registration in 351. Offered in even numbered spring semesters.*

## MEDIEVAL & EARLY MODERN STUDIES

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Medieval & Early Modern Studies is 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 literary studies, history, art history, music, philosophy, and religious studies. Students in the program have considerable flexibility in the design and focus of their courses of study.

### CONTRIBUTING FACULTY

**Sylvie G. Davidson**, Professor of Romance Languages and Literatures, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in Global Education (Director of the Dickinson College Center in Toulouse, Spring 2009)

**Mara Donaldson**, Professor of Religion (on leave 2008-09)

**Phillip J. Earenfight**, Associate Professor of Art and Art History, Director of the Trout Gallery

**Christopher Francese**, Associate Professor of Classical Languages



**Carol Ann Johnston**, Associate Professor of English and Creative Writing, Martha Porter Sellers Chair in Rhetoric and the English Language (on leave 2008-09)

**David Kranz**, Professor of English and Film Studies (on leave 2008-09)

**Andrea Lieber**, Associate Professor of Religion, Sophia Ava Asbell Chair in Judaic Studies

**Marc Mastrangelo**, Associate Professor of Classical Studies

**Ted Pulcini**, Associate Professor of Religion

**Abraham Quintanar**, Associate Professor of Spanish, Coordinator

**John Ransom**, Associate Professor of Political Science

**Thomas Reed**, Professor of English

**Alberto Rodriguez**, Associate Professor of Spanish

**Melinda Schlitt**, Professor of Art History, William W. Edel Professor of Humanities

**Wendell Smith**, Assistant Professor of Spanish

**Stephen Weinberger**, Robert Coleman Professor of History

**Blake Wilson**, Associate Professor of Music

## MAJOR

Eleven courses:

- I. MEMS 200
- II. 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
- III. 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
- IV. Senior research: MEMS 490

## ADVISING

Each student will choose his/her advisor from among 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 towards The Senior Experience. The Senior Experience will be an interdisciplinary research project drawn from the cluster topic and courses. The student will explore this topic at a more advanced and synthetic level than in the cluster courses.

## HONORS IN THE MAJOR

Students may elect to pursue honors as part of their MEMS 490 Senior Experience. An abstract of the proposed project and a preliminary bibliography should be submitted before the end of the junior year for review by MEMS 490 faculty. Upon evaluation of the final project, MEMS 490 faculty will decide whether to award honors.

## 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, 102, 300, 301, 304, 306, 203, 205, 391  
 ENGL: 101, 339, 350, 390, 392, 394, 399, 403  
 FREN: 361, 364  
 GERM: 240, 251, 341  
 HIST: 105, 106, 121, 222, 223, 243, 253, 213, 313  
 ITAL: 225 (*offered in Bologna*), 251, 320, 400  
 MUSC: 101, 107, 351, 352  
 PHIL: 242  
 RELG: 209, 211, 212, 214, 259, 260, 310, 390, 490  
 RUSS: 223, 260  
 SPAN: 241, 244, 352

## MIDDLE EAST STUDIES

### CONTRIBUTING FACULTY

**Leon F. Blosser**, Visiting Instructor in Arabic  
**David D. Commins**, Professor of History, Benjamin Rush Chair in the Liberal Arts and Sciences  
 (on leave 2008-09)  
**Neil J. Diamant**, Associate Professor of Asian Law and Society  
**Abdeslam El Farri**, Visiting Assistant Professor of Arabic Studies  
**Nitsa Kann**, Assistant Professor of Judaic Studies  
**Andrea B. Lieber**, Associate Professor of Religion, Sophia Ava Asbell Chair in Judaic Studies  
**Theodore Pulcini**, Associate Professor of Religion  
**Edward W. Webb**, Assistant Professor of Political Science and International Studies, Coordinator  
**Stephen Weinberger**, Robert Coleman Professor of History

### 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)

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 211: Intermediate Arabic  
ARBI 212: Intermediate Arabic  
ARBI 360: Topics in Arabic Language and Culture  
HEBR 103: Elementary Modern Hebrew  
HEBR 104: Elementary Modern Hebrew  
HEBR 116: Intermediate Modern Hebrew  
HEBR 200: 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: Middle East to 1750  
HIST 122: Middle East since 1750  
HIST 213: The Age of the Crusades  
HIST 315: Modern Iran  
HIST 371: The Arab-Israeli Conflict  
HIST 372/RELG 259: Islam  
HIST 404: US-Middle East Relations  
JDST 104: Introduction to Judaic Studies  
JDST 216/RELG 241: Love, Sex and Hebrew Texts  
JDST 216: Jews and Judaism in the Medieval World  
JDST 316: Israeli Cinema  
RELG 312: Eastern Orthodox Christianity  
POSC 290: International Politics of the Middle East  
POSC 290: Comparative Politics of the Middle East  
POSC 290: Politics, Society and Culture in Israel

### SUGGESTED FOUR-YEAR PROGRAM

**First Year and Second Year:** Students should begin to work on the language requirement in either Arabic or Modern Hebrew, and take at least three area studies courses. During the fall semester of the second year, students should explore study abroad options.

**Third Year:** Majors are urged to spend at least one semester in a study abroad program to deepen their language expertise and to broaden the range of subject area courses.

**Fourth Year:** At the start of the fourth year, Majors should consult with their advisor and with the program coordinator for guidance about designing the senior thesis and agreeing on a plan to complete it on time and to the required standard.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students should consult with the program coordinator and the Office of Global Education 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.

## MILITARY SCIENCE

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. They will be required to serve from four months to four years in the active Army, depending upon type of commission.

## FACULTY

Adrienne M. Eckstein, Professor of Military Science, Chair

## SUGGESTED FOUR YEAR PROGRAM

First Year: 101, 102

Second Year: 211, 202

Third Year: 321, 302

Summer between third and fourth years: 5-week ROTC Advanced Camp

Fourth Year: 401, 431

*NOTE:* Options are available for those individuals who encounter scheduling conflicts or who desire to begin participation after their first year. Contact the department for further information.

**Advanced Leadership Practicum:** A five-week summer training program at an Army installation which stresses the application of military skills to rapidly changing situations. Participants are evaluated on their ability to make sound decisions, to direct group efforts toward the accomplishment of common goals, and to meet the mental and physical challenges presented to them. Completion of this practicum is required prior to commissioning and it is normally attended between the junior and senior years. Participants receive room, board, travel expenses, and medical care, and are paid for the five-week period.

**Leadership Laboratory:** Students who enroll in the ROTC program as cadets are required to attend a leadership laboratory one hour a week as a practical application and reinforcement of military skills introduced in the classroom. Students who take MISC 101, 102 who do not desire to enroll as cadets are encouraged to attend the leadership laboratory, but are not required to do so.

**Financial Assistance:** Books and equipment for military science courses and the ROTC program are provided free of charge to all cadets. All juniors and seniors in the ROTC program (advanced course) and scholarship cadets are paid a tiered, tax-free subsistence allowance of \$350-\$500 a month with the additional \$1200 each year for books. Additionally, students can qualify for room and board grants from Dickinson College, an extra incentive not available at all schools. The total scholarship incentive can exceed \$40,000 per year depending on the degree of choice. Cadets also receive certain other benefits.

**Physical Education Credit:** Two blocks of physical education for military science may be earned (one block after two years participation and a second prior to graduation).

**Scholarships:** Army ROTC scholarships based on merit are available. Recipients receive full tuition toward. In addition, all scholarship recipients receive \$1200 annually for books, a tax-free stipend of \$500 per month and a merit scholarship of at least \$6,000 from Dickinson College. High school seniors may apply for four-year scholarships. During the academic year, Dickinson students (whether enrolled or not in ROTC) may compete for three and two-year scholarships. Information may be obtained from high school counselors or any ROTC professor of military science. Recipients agree to a service obligation. Scholarships are also available for students entering a medical school or pursuing graduate studies in the basic health sciences. For additional information contact the director of enrollment, military science department.

**Corresponding Studies Program:** Students participating in an off-campus study program in the U.S. or abroad may continue participation in either the Army ROTC basic course or advanced course and receive the same course credit and benefits as a student enrolled in the on-campus program. Army ROTC scholarship students are also eligible to participate in this program. For more information contact the director of enrollment, military science department.

**Non-Dickinson Students:** Students pursuing a baccalaureate or advanced degree program at nearby colleges are eligible to cross-enroll in the Dickinson College ROTC program. These schools have procedures which allow full or partial credit toward graduation for military science courses taken through Dickinson. Contact this department for more information.

## COURSES

**101, 102. Introduction to Military Science** 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 judgement 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. *One-half course credit. Open to all Dickinson students. Meets 75 minutes per week.*

**201, 202. Application of Military Science** Advanced instruction in topics introduced in the first year. Participation in operations and basic tactics to demonstrate leadership problems and to develop leadership skills. *Meets two hours per week each semester.*

**211. Organization and Management** Concepts of organization theory and the principles of management. Management and leadership relationships are investigated as they apply to the general theory and practice of the management functions of planning, organizing, staffing, direction, coordination, control, innovation and representation. *One-half course credit.*

**301, 302. Advanced Application of Military Science** Emphasis on leadership. Situations require direct interaction with other cadets and test the student's ability to meet set goals and to get others to do the same. Students master basic tactical skills of the small unit leader. *Meets three hours per week and selected weekends each semester. Prerequisite: open only to advanced course cadets.*

**321. Leadership and Management** Principles and techniques of effective leadership, methods of developing and improving managerial abilities and leadership qualities, and a basic understanding of interpersonal interactions. Use is made of recent developments in the administrative and the behavioral sciences to analyze the individual, group, and situational aspects of leadership, and the management of resources. *One course credit. Prerequisite: open only to advanced course cadets.*

**401, 402. Command and Staff** Emphasis is placed on developing planning and decision-making capabilities in the areas of military operations, logistics and administration. *Meets three hours per week. Prerequisite: open only to advanced course cadets.*

**431. Contemporary Problems Seminar** Seminars in selected areas emphasizing the interplay of multifarious considerations in exploring the environment of the contemporary American scene, and the position of the U.S. in the world. Normally seminars will be offered in two major areas:

- a. **Civil-Military Relations** Examines the contemporary U.S. as it relates to the decision-making process affecting the U.S. military establishment. Emphasis is on the interdependence of military, social, legal, and ethical considerations in forming policies, as well as the interchange of influence, the military on society and society on the military. Normally, three problems are examined; these change by semester. Professors from other departments participate as discussion leaders. *One course credit.*
- b. **Comparative National Security Policies** Examines the national security policies and postures of the United States, eastern Europe countries, People's Republic of China, and selected other nations. Emphasis is placed on discovering (through independent study, discussion, and common readings) the features common to all major powers so their differences can be better understood. *One course credit.*

# MUSIC

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## FACULTY

**Blake Wilson**, Associate Professor of Music (history), Chair

**Jennifer Blyth**, Associate Professor of Music (piano, theory), Coordinator of Keyboard Studies

**Robert W. Pound**, Associate Professor of Music (theory, composition), Dickinson College-Community Orchestra, Coordinator of Instrumental Studies (on leave 2008-09)

**Lynn Holding**, Associate Professor of Music, Director of Performance Studies

**Amy L. Wlodarski**, Assistant Professor of Music (history), Dickinson College Choir

**Blanka Bednarz**, Assistant Professor of Music (strings, theory), Coordinator of Chamber Music

**Florestan Project**, Artists-in-Residence

## CONTRIBUTING FACULTY

**Elizabeth Asmus**, Harp

**Ron Axsom**, Trombone

**Eun Ae Baik-Kim**, Staff Accompanist and Instructor in Piano

**Michael Cameron**, Cello and Chamber Music Coordinator

**Michael Clayville**, Director of Bands

**David Glasgow**, Piano

**Mary Hannigan**, Flute

**Eric Henry**, Tuba and Euphonium

**James Hontz**, Guitar

**Devin Howell**, Double Bass

**Timothy James**, Jazz Piano

**Kimberley Kelley**, Bassoon

**Jill Marchione**, Oboe

**Fred Quigley**, Saxophone

**Elizabeth Stimpert**, Clarinet

**Stephen Strawley**, Trumpet

**Jeb Wallace**, Horn

**David Zygmunt**, Percussion

## MAJOR

All majors will take a six-course core curriculum including 101, 102, 125, 126, 245, 246, plus one course from 351, 352, 353, 354. Participation for two complete semesters in one or more department ensembles to fulfill the ensemble participation requirement. Non-majors may also receive notation on the transcript for ensemble participation. To complete the major a student may choose from four options:

**Music Composition emphasis:** 255, 256, 491, 492. The 300-level seminar must be 354 or another seminar by permission of department chair.

**Music History emphasis:** Two additional courses from 351, 352, 353, 354, and either 495 or 496 (senior seminar) by advisement, culminating in a research paper.

**Music Theory emphasis:** 255, one additional course from 351, 352, 353, 354 and 493 or 494.

**Music Performance emphasis:** one additional course from 351, 352, 353, 354 and 423, 424 (repertory and performance), culminating in a senior recital. Majors with this emphasis who wish to apply for study abroad in the junior year must have their advisor's permission to pursue the Performance Studies emphasis before the end of fall semester, sophomore year.

## MUSIC

*Note:* Permission may be granted by the chairperson to count a course from Music 103 to 111.

### MINOR

All minors will take the following courses: 101, 102, 125, 126; and two courses in Music History or Theory numbered above 102, or 413, 414. Participation for two complete semesters in one or more department ensembles to fulfill the ensemble participation requirement. Non-majors may also receive notation on the transcript for ensemble participation.

### MUSIC DEPARTMENT ENSEMBLES

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.

**Chamber Music Ensembles** The department coordinates, coaches and supports performances of student chamber music ensembles according to student demand and availability. These ensembles are featured at the end of the academic year in a student chamber music concert.

**College Choir** This mixed choir performs several major choral works each year at Dickinson with the Orchestra.

**Orchestra** Open to students and faculty at the college and to instrumentalists from the surrounding area interested in the performance and study of the best in orchestral literature.

**Collegium** The Dickinson Collegium consists of a small choir of 24 voices, and small instrumental ensembles that occasionally perform in conjunction with the choir. The groups specialize in, but are not limited to, music of the medieval, Renaissance and Baroque eras. The Collegium performs in a variety of settings, including an annual Christmas concert in Memorial Hall.

**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.

**Symphonic Band** Comprises 45-60 student and community musicians who perform standard wind-ensemble and band repertoire.

### COURSES

100. **The Art of Music** An introductory course intended for those students with little or no previous knowledge of music. Representative works from all periods and styles are studied in such a way as to emphasize the acquisition of permanent listening skills. *This course does not count toward the major.*

101. **History of Music** An introductory course for students with some previous music experience providing training in intelligent listening through chronological discussion and analysis of selected representative works from the Middle Ages to 1750.

102. **History of Music** Why do we consider Mozart and Beethoven geniuses? What distinguishes music from sound and noise? How do opera and song encode cultural mores? How have social and political issues influenced supposed "abstract" music? Is music a more definite language than words? These are some of the aesthetic and philosophical issues that students will consider in this course, which explores musical composition from the death of Bach (1750) to avant-garde and minimalist composers. Students will develop skills associated with intelligent listening while also consulting primary sources in order to understand the contexts of musical production over the past 250 years. The ability to read music is not required for this course and non-musicians are welcome and encouraged.



**103. 20th Century Music** A survey of the major trends in music during the 20th century. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**104. History of Opera** A survey of operatic literature from its inception to the present. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**107. Biographical Studies** A study of the life and works of a major composer, e.g., Bach, Beethoven, Mozart, or Bartok. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**108. American Jazz** A study of the roots of jazz in social, cultural and artistic dimensions followed by a chronological survey of the evolution of jazz styles from the late 19th century to the present. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**110. Music in England** A topics course in the history and performance of music which uses the performances of music and the musical settings of London and its environs as part of the study. *Taught only in the Summer Session in England program.*

#### **111. Performance Studies Class:**

**Piano** Introduction to piano technique and keyboard fundamentals in a group setting. Recommended for all students with no keyboard experience regardless of major. Course content includes both group and solo playing, individual practice sessions, basic music theory, and expository writing. Learning objectives include being able to read and play basic piano music with two hands and pedal. *Will meet prerequisite for continued study in piano (114). Prerequisite: permission of the instructor.*

**Vocal** Technique An introduction to vocal technique in a group setting. Course content includes physiology, both group and solo singing, independent practice sessions, IPA (International Phonetic Alphabet), written listening assignments and required concert attendance. *Will meet prerequisite for continued study in voice (114). Prerequisite: permission of the instructor.*

**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.*

**113, 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: permission of the instructor.*

**115. Fundamentals of Music** A hands-on introduction to the fundamentals of music through reading, writing, listening, singing, and basic keyboard skills. Emphasis is upon the acquisition of musical literacy grounded in a thorough knowledge of music notation. *The course is intended for non-majors with little or no theory background, and for minors and majors as a preparation for Music 125.*

**125, 126. Theory of Music I** An introduction to the basic materials of music by means of discussion, analysis, and written exercises, complemented by intensive drill in sight singing, ear training, and keyboard harmony. *Prerequisite: 115 or permission of the instructor for Music 125. For 126, must complete 125, or permission of the instructor.*

**205. Vocal Music Arranging** This course gives students practical training in the dictation and arrangement of music for vocal ensemble performance. *Prerequisite: 125.*

**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/lo” art divide (classical, religious, folk, blues, jazz, pop, rock, hip hop). *Offered every two years.*

**209. World Music** This course explores the musical cultures of six regions (Africa, India, Southeast Asia, Middle East, North American, and Europe) from the disciplinary perspective of ethnomusicology, a field that emphasizes the direct connections between social structures and musical sound/aesthetics. Students are exposed to the disciplinary methods of ethnomusicology, including its basic terminology and classification systems, and then apply these tools to the study of non-Western musics in a series of analytical assignments and presentations. Some of the questions posed in the class include: What differentiates music from sound, speech, and dance? How does music reflect cultural values and social structures? How does one learn to listen to non-western music? How has globalism affected local musical cultures? How does western musical terminology limit our understanding of another’s music? What are the ideological and physical boundaries that hinder the experience of another culture’s music? *Offered every two years.*

**213, 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 each semester. Prerequisite: 114 and permission of the instructor.*

**221. Music in Film** An introduction to the role and subject of music in film. This course will focus upon films made between ca. 1933 and the present, chosen for the variety and significance of their musical scores. Through critical reading, listening, and viewing, students will be taught to analyze the various functions of music in film, and to appreciate music as an essential and distinctive component of film narrative. *No prior background in music is required for this course.*

**245, 246. Theory of Music II** Introduction to the basic materials of music continued. Evolution of chromatic harmony in the 19th century and selected techniques in 20th century music. Increased emphasis is placed upon stylistic and critical analysis. *Prerequisite: 126.*

**251. Score Study and Conducting** An intermediate course in conducting vocal and instrumental ensembles following fundamentals of conducting taught in Music Theory 125-246. Principles of score study and analysis, score preparation, baton technique, expressivity, recitative and concerto-accompanying will be addressed. Texts include tradition choral and instrumental repertoire, examining the variety of problems and technical challenges of leading an ensemble and in developing an interpretation. *Prerequisite: 245.*

**253. Orchestration** A course in orchestrating music for a complete range of traditional Western orchestral, chamber and solo instruments. Issues of balance, transposition, score format, instrument ranges, characteristics and technical limitations will be studied. Students will practice arranging for a thorough array of instruments and will have their final orchestrations read by an ensemble. *Prerequisite: 126.*

**255. Techniques of Composition** An introduction to various compositional trends which emerged during the twentieth century. Techniques such as extended chromaticism, modal composition, free atonal counterpoint and serialism, are explored as well as the resources of MIDI (Musical Instrument Digital Interface). Current notational procedures are examined and practiced. The course concludes with a final composition project for solo or chamber instrumental or vocal forces. The music department is equipped with a computer music lab for student use on assignments and projects. *Prerequisite: 125 and 126 and permission of the instructor.*

**256. Composition Seminar** This course explores in depth composition for instruments or voices, and emphasizes scoring for large ensembles, including orchestra, symphonic band, and chorus. Extended

instrumental techniques are discussed as well as advanced notational procedures. The course concludes with a final composition project appropriate to one of the college co-curricular ensembles. *Prerequisite: 255 or permission of the instructor.*

**257. Form Analysis** This course introduces students to the major formal models of Western music from the Common Practice era (c. 1600-1900) as well as several variations of those models. Musical works from this era serve as the basis of study. Drawing on analytical skills and experience gained in Music Theory, students develop more complex, sophisticated analyses and interpretations of larger works. *Prerequisite: 245.*

**301. Historical Performance Practices** Methods, materials and issues involved in the performance of music prior to 1850. Ornamentation, improvisation, vocal and instrumental tone color and technique, access to repertory and performing editions. Practical application of concepts. *Prerequisite: 100, 101, 102 or permission of the instructor.*

**313, 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 each semester. Prerequisite: 214 and permission of the instructor.*

**323, 324. Repertory and Performance (Junior Year)** Private study for music majors with a performance emphasis. An upper divisional hearing is required at the end of 323 to determine if the student is prepared for the junior recital required as part of 324. *Prerequisite: 214 and permission of the instructor.*

**351. Seminar in Medieval and Renaissance Music** Studies in selected topics of the history of music from chant to ca. 1600. *Prerequisite: 101 and 126 or permission of the instructor. Offered alternate years.*

**352. Seminar in Baroque Music** Studies in selected topics of the history of music ca. 1600-1750. *Prerequisite: 101 and 126 or permission of the instructor. Offered alternate years.*

**353. Seminar in Classic and Romantic Music** Studies in selected topics of the history of music from ca. 1750 to 1900. *Prerequisite: 102 and 126 or permission of the instructor. Offered alternate years.*

**354. Seminar in Contemporary Music** Studies in selected topics of the history of music ca. 1900 to the present. *Prerequisite: 102 and 126 or permission of the instructor. Offered alternate years.*

**413, 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.*

**423, 424. Repertory and Performance (Senior Year)** A two-semester sequence of private study culminating in a public senior recital that includes a variety of musical styles and, for vocalists, languages. The culmination of 423 is a research paper on a composer, poet or genre relevant to the recital program. Must be taken in sequence within the same academic year. *Prerequisite: core curriculum, 324, and permission of the instructor and chair.*

**491, 492. Senior Seminar in Composition** Advanced independent study culminating in the creation of a substantial composition. The course must be taken as a fall-spring pair of half-credit courses. Open to seniors majoring in music. *Prerequisite: 245, 246, 255 and permission of the department chair.*

**493, 494. 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.*

**495, 496. Senior Seminar** Advanced independent study in music history culminating in a major research paper. Open to seniors majoring in music. *Prerequisite: two courses from 351-354 and permission of the department chair.*

**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.

# NEUROSCIENCE

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## CONTRIBUTING FACULTY

**Teresa A. Barber**, Associate Professor of Psychology, Coordinator

**R. David Crouch, Jr.**, Associate Professor of Chemistry

**Pamela J. Higgins**, Assistant Professor of Chemistry

**Anthony Pires**, Associate Professor of Biology

**Anthony S. Rauhut**, Assistant Professor of Psychology

**Charles F. Zwemer**, Associate Professor of Biology

## MAJOR

PSYC 125 (with lab as offered Fall 2004 and after), 325, 425 and one of the following: 310, 330, 380C

BIOL 124, 330 and one of the following: 216, 313, 333, 335

CHEM 141, 241, 242

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 (300-level or above): BIOL 315, 318, 321, 326, 327, 334, 417 or 342, CHEM 355 or 442, PSYC 355, 380 or 455.

The other elective must be outside of Division III (200-level or above), and must be a course that examines science in a philosophical, environmental, or socio-cultural context. The following are currently courses which will satisfy this second elective:

ANTH 216 Medical Anthropology

ANTH 245 Selected Topic: Health & Healing in Africa

ANTH 331 Principles of Human Evolution

HIST 350 American Science, Technology & Medicine

LAWP 400 Law & Policy Seminar: Biomedical Technology, Policy & Law

PHIL 220 Biomedical Ethics

PHIL 254 Philosophy of Science

PHIL 261 Topics (as relevant)

PHIL 391 Seminar: Morality and Mind

PHIL 391 Seminar: Free Will and Science

RELG 241 Topics: Care of the Soul

RELG 260 Topics: Spiritual Dimension of Healing

SOCI 230 Selected Topics: Sociology of Health and Illness

SOCI 230 Selected Topics: Medical Sociology

SOCI 230 Selected Topics: Women's Health

SOCI 300 Deviant Behavior & Social Control

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 their neuroscience major.

All neuroscience majors are required to include a research experience as part of their undergraduate program. This requirement may be satisfied by the successful completion of one of the following:

- 1) an independent research project;
- 2) a summer research project with a faculty member;
- 3) an off-campus internship with a significant research component;

4) a research experience not covered by the above but deemed equivalent by the contributing faculty.

*NOTE:* 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 neuroscience or the health professions.

## HONORS IN THE MAJOR

The Neuroscience Program will award Honors to a Neuroscience major based on the candidate's entire undergraduate Neuroscience program. This includes all Neuroscience-related courses with their grades, the nature of the curriculum selected, and the successful completion of a two-semester (or summer plus one semester) Independent Research Project. A minimum grade point average of 3.0 is required in those courses that count toward the Neuroscience major, including CHEM 141, 241 and 242, 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. For the specific guidelines and procedures see the Neuroscience Program Web site.

## PHILOSOPHY

### FACULTY

**Philip T. Grier**, Thomas Bowman Professor of Religion and Philosophy, Chair (Fall 2008)

**Susan M. Feldman**, Professor of Philosophy (on leave Spring 2009)

**Jessica Wahman**, Associate Professor of Philosophy (on leave Fall 2008), Chair (Spring 2009)

**Thomas Nadelhoffer**, Assistant Professor of Philosophy

**Chauncey Maher**, Visiting Assistant Professor of Philosophy

### CONTRIBUTING FACULTY

**Crispin Sartwell**, Associate Professor of Art and Art History

### MAJOR

Ten courses, including 120 or 121, 241, 243, 290, plus three 300-level philosophy seminars, plus three additional philosophy courses. No more than one of the 300-level courses may be taken as independent study. Majors should complete the logic requirement (120 or 121) as soon as possible, and should take 241 (every fall semester) and 243 (every spring semester) early in the major. Majors should attempt to schedule 290 in the spring of their sophomore year. For any given term the department chair may designate courses in other programs which may be counted toward the major in philosophy; express permission of the advisor is required in each case.

Declared majors have the right to participate in Departmental Meetings and to be consulted on significant changes to the academic program and policies.

### MINOR

Six courses chosen with the advice of the department.

## SUGGESTED FOUR YEAR PROGRAM

First Year: 111 or 112 or 120 or 121

Second Year: 241, 120 or 121 (if not taken previously), 243, and 290

Third Year: a 300-level seminar and two electives

Fourth Year: two 300-level seminars (or independent study/research) and remaining elective(s)

## INDEPENDENT STUDY

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 IN THE MAJOR

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.

## 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 chairperson.

## 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 chairperson.

## COURSES

**111. 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.

**112. Ethics** Major theories in terms of which philosophers have tried to make sense of moral problems. The aims are to expand the student's understanding of ethical alternatives, to provide models and methods for thinking about moral dilemmas, and to help formulate and clarify one's own ethical position.

**113. Introductory Topics in Philosophy** Introduction to philosophy through the exploration of a specific topic or problem.

**120. Critical Reasoning** The study and practice of forms and methods of argumentation in English. Students will learn methods of identifying, evaluating, and formulating sound arguments and will learn to distinguish these from faulty reasoning that may nonetheless appear persuasive.

**121. Introductory Symbolic Logic** An introduction to the basic concepts and techniques of symbolic logic through the study of sentential logic and quantificational logic. Focus on symbolizing sentences and arguments, constructing formal proofs of validity, demonstrating validity and invalidity using semantic techniques.

**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. *Prerequisite: WOST 200, one course in philosophy or permission of instructor. This course is cross-listed as WOST 210.*

**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. *Prerequisite: one course in philosophy or permission of instructor. Offered every two years.*

**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. *Prerequisite: One previous course in philosophy, or LPPM 200, or permission of instructor. This course is cross-listed as PMGT 220.*

**241. Ancient Philosophy** The emergence of logos out of and in tension with Greek mythos. Presocratic myth. Plato's myth of Logos. Aristotle's Logos of 'Nature'. Retreat from/retreatment of logos after Aristotle. *Prerequisite: a previous course in philosophy or permission of instructor.*

**242. Medieval and Renaissance Philosophy** The problematic of faith and reason. Universals and universities. Neoplatonic and Aristotelian schools. Aquinas, Scotus, Ockham. Paganism, politics, and mysticism in Renaissance thought. *Prerequisite: a previous course in philosophy; or HIST 257; or permission of instructor.*

**243. Philosophy in the 17th and 18th Centuries** Origins of the modern tradition in Western philosophy. Particular emphasis on the problems of method in thinking, the nature and scope of knowledge, the quest for certainty, and views on the nature of reality. *Prerequisite: a previous course in philosophy (241 recommended) or permission of instructor.*

**246. Asian Philosophies** Characteristics and problems of thought outside the West. Methods of comparative philosophy. Close examination of works and movements within a major tradition (in different semesters: China, India, Japan, Buddhist schools). *Prerequisite: a previous course in philosophy or permission of instructor.*

**251. Philosophy of Religion** What it means to examine the phenomenon of religion philosophically. Problems which come to light from such an examination, such as the nature of religious experience, the relationship of reason and religion, and the meaning of religious language. Emphasis on the variety of forms in which the phenomenon of religion manifests itself. *Prerequisite: a previous course in philosophy; or major standing in anthropology, sociology, or religion; or permission of instructor.*

**252. Philosophy of Art** What is a work of art? Inquiries into the nature of art and aesthetic experience and of the meaning of literature and the arts in one's own life and the life of a culture. Conversations with local and visiting artists on special problems. *Prerequisite: a previous course in philosophy; or major standing in a literature, music, or art; or permission of instructor.*

**253. Philosophy of Society** Ways in which one's view of human nature, the human good, and the nature of justice interact in any coherent vision of the structure of a just society. *Prerequisite: a previous course in philosophy or major standing in any of the social sciences.*

**254. Philosophy of Science** Logic and methods of scientific thinking. The impact of science on the contemporary world. Conceptions of theories and of observable facts. The rationality of science and of choice among theories. General questions about knowledge, values, and ultimate beliefs as they relate to the scientific enterprise. *Prerequisite: a previous course in philosophy or major standing in mathematics or any of the natural sciences.*

**255. Philosophy of Law** Fundamental problems such as the nature of law, the justification of legal



authority, the relationship between legality and morality, the nature of judicial decision-making, theories of punishment, and issues involved in civil disobedience. *Prerequisite: a previous course in philosophy or major standing in political science. This course is cross-listed as LAWP 255.*

**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. *Prerequisite: one course in philosophy, or permission of instructor.*

**261. Intermediate Topics in Philosophy** Examination of specific problem, author, text, or movement. *Prerequisite: a previous course in philosophy, major standing in a field relevant to the subject matter, or permission of the instructor.*

**290. Contemporary Philosophy Workshop** Hands-on work in contemporary methods and issues in philosophy through immersion in a controversy in current philosophical journals, with emphasis on close analytical reading of philosophical texts and arguments, constructing clear and precise arguments, and philosophical writing. *Prerequisite: a previous course in philosophy.*

**364. Major Texts in 19th Century Philosophy** A seminar centered on a major text or texts of significant 19th century philosophers such as Hegel, Kierkegaard, Marx or Nietzsche. *Prerequisite: two courses in philosophy or permission of instructor.*

**365. American Philosophy** A seminar that focuses on the emergence and influence of major philosophical texts and themes originating in the United States. It will cover such thinkers as James, Peirce, Royce, Dewey, and Santayana and such themes as naturalism, transcendentalism, and, in particular, pragmatism. Contemporary developments in the American philosophical tradition may also be included. *Prerequisites: two courses in philosophy, or permission of instructor.*

**373. Major Texts of Twentieth Century Continental Philosophy** A seminar concentrating on a single major text or a series of texts representing significant movements in continental European thought since 1900, such as phenomenology, existentialism, structuralism, or deconstruction. Typical foci: Husserl, Heidegger, Sartre, Merleau-Ponty, or Derrida. *Prerequisite: 243 and at least one other course in the department, or permission of instructor.*

**374. Major Themes of Twentieth Century Analytic Philosophy** A seminar critically examining selected key themes in twentieth century Anglo-American philosophy; e.g., the primacy of logic and science, naturalism vs. Anti-naturalism in ethics and epistemology, the distinctions between language and fact, and facts and values, the Cartesian model of the mind, in the texts of such authors as Wittgenstein, Russell, Carnap, Quine. *Prerequisite: 243 and at least one other course in the department, or permission of instructor.*

**382. Theories of Knowledge** Conceptions of knowledge and its limits, and of the nature and possibility of truth. *Prerequisite: two previous courses in philosophy or permission of instructor. Offered every other year.*

**383. Theories of the Real** Conceptions of what is ultimately real, together with discussions of the nature and limitations of such conceptions. *Prerequisite: two previous courses in philosophy or permission of instructor. Offered every other year.*

**384. Theories of Value** Examination of the nature and logic of values and evaluations. Sources, scope, and rationality of values. Connections between values and facts. *Prerequisite: two previous courses in philosophy or permission of instructor. Offered every other year.*

**385. Theories of History** Speculative philosophies of history which have significantly influenced the shape of Western thought; history of the idea of history. Other topics include the problem of historical explanation, and the notions of historical cause and progress. *Prerequisite: two previous courses in philosophy or permission of instructor. Offered every other year.*

391. **Seminar** Ordinarily limited to majors or others with a strong background in philosophy. Recent topics have included: Kant's First Critique, Hegel's Phenomenology, Postmodern Feminism, Philosophy and Film. *Prerequisite: Two prior courses in philosophy or permission of instructor.*

**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.

## PHYSICAL EDUCATION

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### FACULTY

**Leslie J. Poolman**, Chair of Department of Physical Education, Director of Athletics

**Robert H. Shank**, Physical Educator, Head Athletic Trainer

**Donald J. Nichter**, Physical Educator, Head Coach, Men's and Women's Cross Country,  
Indoor/Outdoor Track

**Joel M. Quattrone**, Physical Educator, Associate Athletic Director, Assistant Football Coach

**Darwin P. Breaux**, Physical Educator, Head Football Coach, Head Men's Golf Coach

**Christopher Hanson**, Physical Educator, Head Baseball Coach

**Dennis Csensits**, Physical Educator, Head Men's Basketball Coach

**Dina White-Henry**, Physical Educator, Head Women's Basketball Coach

**Paul L. Richards**, Physical Educator, Director of Aquatics, Head Men's and Women's Swim Coach

**Kelly Tyrrell**, Physical Educator, Head Women's Soccer Coach

**Brian Redding**, Physical Educator, Head Men's Soccer Coach

**Alison H. Risser**, Physical Educator, Senior Women's Athletic Administrator, Head Women's Field  
Hockey Coach

**Kasey Dougherty**, Head Women's Lacrosse Coach, Director of Recreational Sports

**Lesley E. Oot**, Assistant Women's Lacrosse Coach

**Melissa Buckley**, Assistant Field Hockey Coach

**Matthew H. Richwine**, Physical Educator, Women's Softball Coach

**Brandon Childs**, Physical Educator, Assistant Men's Lacrosse Coach

**David Webster**, Assistant Athletic Director, Director of Physical Education Facilities, Head Men's  
Lacrosse Coach

**Janelle Nolt**, Physical Educator, Assistant Athletic Trainer

### THE PHYSICAL EDUCATION REQUIREMENT FOR GRADUATION IS AS FOLLOWS:

Satisfactory completion of four half-semester blocks of physical education: either four fitness activity blocks or three fitness activity blocks and one cognitive physical education block.

*NOTE:* No student will be able to repeat a block unless permission is received from the Chair of the Department. Every student must complete the physical education requirement unless excused in writing by the Chair of Physical Education.

**Intercollegiate Sports** Participation can count for a maximum of two blocks (one per year).

**Club Sport Credit** Participation can count for a maximum of two blocks subject to club approval by the Department of Physical Education.

**ROTC** Participation can count for a maximum of two blocks (one block after two years participation and a second prior to graduation).

FITNESS OFFERINGS

Active Activities	Aerobic Activities	Aerobic Exercises
Step Aerobics	Appalachian Trail Hiking	Cross Country Skiing
Hydro Aerobics	Jogging	Biathlon
Triathlon	Strength Training	Rope Skipping
In-line Skating	Fitness Spinning	Tennis
Squash	Badminton	Golf
Racquetball	Rock Climbing	Scuba Diving
Beg./Int. Swimming	Mountain Biking	Ballroom Dancing
Self Defense/Karate	Alpine Skiing	Modern Dance
Jazz Dance	Beg./Int. Yoga	Snorkel Diving
Tai Ji Quan	Basketball	Floor Hockey
Soccer	Volleyball	Team Handball
Folk Dance	Power Lifting	Water Polo
Beg./Adv. Fencing	Ballet	Fitness Walking
Fitness Swimming		

COGNITIVE OFFERINGS

Nutrition	Prevention & Care of Athletic Injuries
First Aid/CPR	Water Safety Instruction (WSI)
Lifeguard Training	

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## PHYSICS & ASTRONOMY

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FACULTY

**Robert J. Boyle**, Associate Professor of Physics and Astronomy (on leave Spring 2009)

**Hans Pfister**, Associate Professor of Physics, George Wesley Pedlow Chair in Pedagogy (on leave Fall 2008)

**Windsor A. Morgan, Jr.**, Associate Professor of Physics and Astronomy, Director Kanev Planetarium

**David P. Jackson**, Associate Professor of Physics and Astronomy, Chair

**Lars Q. English**, Assistant Professor of Physics

**Catrina M. Hamilton-Drager**, Assistant Professor of Physics and Astronomy

**Brett J. Pearson**, Assistant Professor of Physics and Astronomy

**Karen Lewis**, Visiting Assistant Professor of Physics

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 three 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 (or, MATH 261, 262). 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 senior research sequence 491, 492. In general the introductory courses intended primarily

for non-science majors, Life in the Universe (105) and Introductory Astronomy (109, 110) may not be applied towards a physics major.

### 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: 109; 110 OR 208; an astrophysics course at the 300 level or above; three regularly offered courses, independent study, independent research, or internship credits 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.

### SUGGESTED FOUR YEAR PROGRAM

First Year: 131, 132; MATH 161, 162 or 151, 152

Second Year: 211, 212, 213, 282; MATH 261, or 162 and 261

Third Year: four 300-level courses including 311 and 312

Students planning to do graduate study in physics, astronomy or engineering need to include 311 and 312. Students not planning to do graduate study in physics or engineering, options include 313, 314, 315, and 361 as offered.

Fourth Year: 491, 492; 412, 431

Students planning to do graduate study in astronomy need to additionally take 208, 306, or 406 as offered.

204 taught in English at the University of Bremen has the prerequisites 131, 132 and GRMN 101 and 104 (or equivalent).

### TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

### INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Independent study and research is strongly encouraged by the department. Independent research projects are readily available in the two areas of continuing laboratory research: radiation physics, plasma physics, pattern formation, and astrophysics. Independent research students have often published papers and/or given talks at physics and astronomy meetings. Students planning on graduate study are encouraged to do independent research during the senior year, in addition to the required senior research 491, 492.

### HONORS IN THE MAJOR

The research topic pursued in the senior year in the 491, 492 Research Seminar may be extended into an honors project with an in-depth paper and an oral defense before the physics faculty.

## COURSES IN ASTRONOMY

*NOTE:* Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 107 and 109, 108 and 110.

**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. *Offered in summer school only.*

**109, 110. Astronomy** Introduction to the modern concepts of the physical nature of the astronomical universe. First semester: historical development of astronomical ideas and origin and evolution of the solar system. Second semester: cosmology and the structure and evolution of the stars and galaxies. A terminal laboratory course for non-science students. *Three hours classroom, one two-hour laboratory a week. This course will not count toward major requirements in physics, but will satisfy the laboratory distribution requirement.*

## COURSES IN PHYSICS

*NOTE:* Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 102 and 202, 131 and 141, 132 and 142.

**102. Meteorology** The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. *Does not count toward a physics major. (See also PHYS 202.)*

**\*131, 132. Introductory Physics** An introduction to basic physics topics using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws, rotational motion, and oscillations are studied during the first semester. In the second semester topics in thermodynamics, electricity, electronics and magnetism are covered. Additional topics in chaos or nuclear radiation are introduced. Basic calculus concepts are used throughout the course. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study and for students who wish to satisfy the two-semester, lab science sequence distribution requirement. *Three two-hour sessions per week. Prerequisite: Completion of, or concurrent enrollment in, MATH 151, 152 or 161. (Students enrolled in PHYS 132 who have completed MATH 161 are encouraged to continue their mathematics preparation while taking physics by enrolling in MATH 162.)*

**\*141, 142. Physics for the Life Sciences** Introductory, non-calculus physics, principally for life science and pre-med students. Topics include mechanics, thermodynamics, acoustics, optics, electricity, magnetism, and modern physics. *Three two-hour workshop sessions a week. Please read Note above.*

**202. The Physics of Meteorology** The physical basis of meteorology, characteristics of atmospheric motion, clouds and weather systems. The course deals with current weather as determined by observation, local weather instruments, and current data and displays obtained from computer networks. Similar to Physics 102, but with additional emphasis on mathematical analysis of physical atmospheric systems. *Prerequisite: 131 or 141 or permission of instructor.*

**208. Introductory Astrophysics** An introduction to the physical basis of astronomy, including discussion of the creation and evolution of the solar system, the stars, and galaxies. Astronomical measurement and units, and dynamical systems, such as binary star systems and star clusters, will be discussed. Similar to Physics 108 or Physics 110, but with additional emphasis on mathematical analysis of astrophysical phenomena. *Prerequisite: 131 or 141 or permission of instructor.*

**211. Vibrations, Waves, and 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 141 and 142, and MATH 161 or MATH 151 and 152 or permission of instructor. NOTE: Completion of both 211 and 212 fulfills the WR requirement.*

**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 162 or permission of instructor. NOTE: Completion of both 211 and 212 fulfills the WR requirement.*

**213. Analog and 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 or permission of instructor. Normally offered every other year.*

**282. Introduction to Theoretical Physics** A project-centered approach to topics in theoretical physics. Projects will be selected to motivate a review of multivariable calculus and then stimulate the investigation of a number of mathematical tools including the nabla operator, Gauss’ and Stokes’ theorem, Legendre and Bessel functions, and Fourier analysis. The applications of some topics in linear algebra and the theory of functions of a complex variable may also be examined. *Prerequisite: 211 or permission of instructor. Corequisite: MATH 261 or permission of the instructor.*

**306. Intermediate Astrophysics** A project-based course in selected areas of astrophysics closely allied to the development of the physical sciences in the twentieth century, including atomic spectroscopy, stellar atmospheres and stellar magnetic fields, nuclear reactions, energy generation and nucleosynthesis in stars; the structure and evolution of planetary surfaces and atmospheres. *Prerequisite: 211 and 212 or permission of instructor.*

**311. Dynamics & Chaos** A project-oriented study of advanced classical mechanics using vector calculus and including an introduction to the analysis of chaotic systems. Topics might include particle dynamics in one, two and three dimensions; harmonic oscillators and chaos theory; central force motion; collisions and conservation laws; rigid body motion; and rotating coordinate systems. Possible examples of projects include projectile motion with air resistance; motion of a chaotic pendulum; and motion in a non-inertial reference frame. *Prerequisite: 211 and 282 or permission of the instructor. Normally offered every other year.*

**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 Farady-induced electric fields. *Prerequisite: 211, 212 and 282, or permission of instructor. Normally offered every other year.*

**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. Normally offered every other year.*

**314. Energy & Environmental Physics** A project-oriented approach to the study of the thermodynamics of fossil fuel engines and devices, the physics of solar and other alternative energy sources, energy conservation principles, the physics of nuclear fission reactors and nuclear fusion research, the physics of the atmosphere, air pollution, global climate change, and ozone depletion. Examples of projects

include: energy conservation analysis, and the design, construction and testing of modern wind turbines or solar energy sources. *Prerequisite: 131 and 132 or 141 and 142, and 212 or permission of instructor. Offered every two years.*

**315. Physics 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 involve some hands-on projects, with possible topics including Magnetic Resonance Imaging (MRI), medical ultrasound, and Positron Emission Tomography (PET). *Prerequisite: 212 and MATH 162 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, 212. Offered every two years.*

**361. Topics in Modern Physics** Topics to be selected from areas such as atomic, nuclear, plasma, or solid state physics, or modern optics and acoustics, or advanced electronics. *Prerequisite: 211 and 212. One-half or one course.*

**392. Junior Seminar** This course revolves around student reports and discussions on several topics in contemporary physics. Emphasis is on the development of bibliographic skill, seminar presentation and report writing techniques as well as increasing the breadth and depth of the student's knowledge of recent research. Preparation for senior research and life after Dickinson will also be topics of discussion. *Prerequisite: Physics major junior status. One-half course.*

**406. Advanced Astrophysics** A project-based 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.*

**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: 282 and at least one 300 level physics course, or permission of instructor. Normally offered every other year.*

**432. Topics in Theoretical Physics** Intended for students planning to continue their physics education in graduate school. Topics will include those mathematical and theoretical subjects not covered in earlier courses taken by the particular students enrolled. *Prerequisite: At least seven previous courses in physics or permission of instructor. Offered every two years.*

**491, 492. Senior Research Seminar** Integration of theory and experiment in the conduct of research in contemporary physics or astrophysics, normally conducted in groups. The course emphasizes collaborative research, investigative techniques, and oral and written communication, and culminates in a colloquium presentation and a paper. *Prerequisite: Physics major senior status. The two semester sequence (or*



491 + *Independent Research for candidates for honors in the major*) are required for the major. Two courses.

The following course is offered as part of the college's Bremen Summer Immersion Program. Students are housed with German host families. The course is being taught in English.

**204. The Fourth State of Matter - An Introduction to Plasma Physics** The fact that more than 99% of the visible universe is in the plasma state certainly warrants a thorough study of this 4th state of matter. This course explores a variety of space plasmas, ranging from intergalactic plasmas to the very local effect of the solar wind plasma on aurora, global communication systems and power grids. Students investigate the large spectrum of laboratory plasmas, and study numerous plasma applications from Plasma TV's plasma processing to plasma propulsion and encounter the present day difficulties fusion researchers face in harnessing the ultimate energy source for humankind. Spreadsheet simulations are used to visualize intricate plasma particle trajectories in a variety of electric and magnetic field configurations. *Prerequisite: 131 & 132 and GRMN 101 & 104. Offered every two years.*

## POLICY MANAGEMENT

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See Policy Studies chapter.

## POLICY STUDIES

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### CONTRIBUTING FACULTY

Mara E. Donaldson, Professor of Religion (on leave 2008-09)

Douglas E. Edlin, Associate Professor of Political Science (on leave Fall 2008)

Susan M. Feldman, Professor of Philosophy (on leave Spring 2009)

Philip T. Grier, Thomas Bowman Professor of Religion and Philosophy

James M. Hoefler, Professor of Political Science, Chair

Thomas Nadelhoffer, Assistant Professor of Philosophy

H. L. Pohlman, Executive Director of the Clarke Forum for Contemporary Issues, Professor of Political Science, A. Lee Fritschler Professor of Public Policy

John S. Ransom, Associate Professor of Political Science

Andrew C. Rudalevige, Associate Professor of Political Science, Walter E. Beach Chair in Political Science (Director of the Dickinson Humanities Program in England, 2007-09)

Nicola Tynan, Assistant Professor of Economics

## LAW AND POLICY

### MAJOR

Thirteen course credits, plus the transcript notation internship:

The following seven courses are required of all majors:

POSC 120: American Government

ECON 111: Microeconomics

LAWP/PHIL 255: Philosophy of Law

LAWP/POSC 248: The Judiciary

LPPM 200: Foundations (2 credits)

LAWP 300: Gateway

LAWP 400: Senior Seminar

In addition, the major has the following requirements:

### ELECTIVES (5):

- 1 empirical social analysis elective
- 2 law-related electives
- 1 policy-related elective
- 1 additional law- or policy-related elective

### TRANSCRIPT NOTATION INTERNSHIP

Must focus on policy and law

## SUGGESTED FOUR YEAR PROGRAM

First Year: POSC 120, ECON 111, LAWP/PHILO 255

Second Year: LAWP/POSC 248, LPPM 200 (2 credits), Empirical Social Analysis elective

Third Year: Law and Policy internship; 1 unrestricted law elective; 1 unrestricted policy elective

Fourth Year: LAWP 300, LAWP 400, unrestricted law elective, unrestricted law or policy elective

## HONORS IN THE MAJOR

To graduate with honors as a Policy Management (PMGT) or Law and Policy (LAWP) major you will need to conduct some original research and produce a thesis that meets the standards set by the Policy Studies faculty. PMGT projects should relate to an ongoing, real-world policy issue and be directed at an identified real-world client. LAWP projects must be a defense or a critique of a policy outcome that is legally related. You must have an overall Grade Point Average of 3.4 or better to proceed with an honors proposal.

Honors guidelines can also be referenced online by visiting the Policy Studies home page.

## INTERNSHIP

Excellent quality internships are available in the local area. Carlisle is the county seat and the state capital, Harrisburg, is only 17 miles away. Dickinson alums willing to serve as mentors and internship site supervisors are well placed in both locations. Students are also urged to consider the internship-based Dickinson Semester in Washington program.

*NOTE:* Students who successfully complete The Washington Center program in Washington, DC, and students who complete a for-credit internship while studying abroad would satisfy their internship requirement and would not have to complete the internship notation process.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students are encouraged to study off-campus for at least part of their junior year. Students may be able to study off-campus for the entire academic year with careful planning and close consultation with their policy studies advisor.

## COURSES

**LPPM 200. Foundations in Policy Studies** This course will provide a foundational experience for majors in both Law and Policy and Policy Management. It will introduce key policy studies principles, including an appreciation for (1) fluid interdisciplinarity, (2) the contingent nature of knowledge, (3) connections to the wider world beyond the college, (4) principle-based models of leadership, (5) the meaningful application of ethics, and (6) the role of stakeholder values in problem analysis and decision making processes. *2 credits. Prerequisites: POSC 120 and ECON 111.*

**LAWP 210. Legal Ethics** This course examines the moral responsibilities and ethical duties of a lawyer. While the focus is on the rules governing professional conduct, the course will examine all areas of the law governing the conduct of lawyers. *Prerequisites: POSC 120 or permission of the instructor.*

**LAWP 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.*

**LAWP 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.*

**LAWP 248. The Judiciary** A study of the structure, processes, and institutional role of the American judiciary. Topics may include: the adversarial system, criminal and civil procedure, implementation of court decisions, judicial decision-making, legal development, and legal reasoning. Special attention is given to the federal judiciary, especially the Supreme Court. *Prerequisites: POSC 120 or permission of the instructor. This course is cross-listed as POSC 248.*

**LAWP 250. Juvenile Justice** This course will examine the nature and character of the American juvenile justice system, including its history, changing emphasis, and current trends. The system will be viewed from the point of entry into the system until final disposition. Various treatment alternatives, including rehabilitation, will also be examined. *Prerequisites: POSC 120 or permission of the instructor.*

**LAWP 255. Philosophy of Law** Fundamental problems of legal philosophy are considered, including the nature of law, the justification of legal authority, the relationship between legality and morality, the nature of judicial decision-making, theories of punishment, and/or issues involved in civil disobedience. *Prerequisites: a previous course in philosophy or major standing in Law and Policy or Political Science. This course is cross-listed as PHIL 255.*

**LAWP 290. Special Topics** Courses in the area of Policy Studies. The content of the course will reflect the interests and expertise of faculty and the needs of students. *Prerequisite dependent upon topic.*

**LPPM 290. Special Topics** Courses in the area of Policy Studies. The content of the course will reflect the interests and expertise of faculty and the needs of students. *Prerequisite dependent upon topic.*

**LAWP 300. Gateway Course** This course explores the diverse public-service roles that lawyers and administrators play at the local, state, national, and international levels. Emphasis will be given to the professional rights and duties attached to public-service positions and the ethical dilemmas that arise in fulfilling these responsibilities. Public-service professionals will play an integral role in the course as visiting speakers. *Prerequisite: LPPM 200.*

**LAWP 400. Senior Seminar** This course will serve as a capstone experience for Law and Policy majors. It will echo the key principles covered in the Foundations class, including an appreciation for (1) fluid interdisciplinarity, (2) the contingent nature of knowledge, (3) connections to the wider world beyond the college, (4) principle-based models of leadership, (5) the meaningful application of ethics, and (6) the role of stakeholder values in problem analysis and decision making processes. Emphasis will be placed on helping students refine their interdisciplinary approach to the topics of law and policy in a liberal arts framework. The seminar will give students one last comprehensive look as a series of policies to see how a legal regime limits policy choices and how the policy process informs and limits laws. *Prerequisites: LPPM 200.*

## POLICY MANAGEMENT

### MAJOR

Thirteen course credits, plus the transcript notation internship:

The following five courses are required of all majors:

POSC 120: American Government

ECON 111: Microeconomics

LPPM 200: Foundations (2 credits)

PMGT 301: Policy and Leadership

PMGT 401: Senior Seminar

In addition, the major has the following requirements:

ELECTIVES (2):

1 ethics elective

1 empirical social analysis elective

POLICY MANAGEMENT COURSES (5)

1 public sector policy elective

1 private sector policy elective

1 international policy elective

2 unrestricted policy electives

TRANSCRIPT NOTATION INTERNSHIP

Must relate to policy management

### SUGGESTED FOUR YEAR PROGRAM

First Year: POSC 120, ECON 11, ethics elective

Second Year: LPPM 200 (2 credits), Empirical Social Analysis elective

Third Year: Policy Management internship, Domestic Public Policy elective, Private Sector Policy elective, International Policy elective

Fourth Year: PMGT 301, PMGT 401, 2 unrestricted policy electives

### HONORS IN THE MAJOR

Honors guidelines can be referenced online by visiting the Policy Studies home page.

### INTERNSHIP

Excellent quality internships are available in the local area. Carlisle is the county seat and the state capital, Harrisburg, is only 17 miles away. Dickinson alums willing to serve as mentors and internship site supervisors are well placed in both locations. Students are also urged to consider the internship-based Dickinson Semester in Washington program.

*NOTE:* Students who successfully complete The Washington Center program in Washington, DC, and students who complete a for-credit internship while studying abroad would satisfy their internship requirement and would not have to complete the internship notation process.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students are encouraged to study off campus for at least part of the their junior year. Students may be able to study off campus for the entire academic year with careful planning and close consultation with their policy studies advisor.

## COURSES

**LPPM 200. Foundations in Policy Studies** This course will provide a foundational experience for majors in both Law and Policy and Policy Management. It will introduce key policy studies principles, including an appreciation for (1) fluid interdisciplinarity, (2) the contingent nature of knowledge, (3) connections to the wider world beyond the college, (4) principle-based models of leadership, (5) the meaningful application of ethics, and (6) the role of stakeholder values in problem analysis and decision making processes. *2 credits. Prerequisites: POSC 120 and ECON 111.*

**PMGT 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. *Prerequisite: One previous course in philosophy, or LPPM 200, or permission of instructor. This course is cross-listed as PHIL 220.*

**PMGT 290. Selected Topics** Courses in the area of Policy Management. The content of the course will reflect the interests and expertise of faculty and the needs of students. *Prerequisite dependent upon topic.*

**LPPM 290. Selected Topics** Courses in the area of Policy Management. The content of the course will reflect the interests and expertise of faculty and the needs of students. *Prerequisite dependent upon topic.*

**PMGT 301. Policy and Leadership** This course will focus both on traditional (top-down) and other less traditional models principle-based of leadership (bottom-up, e.g., grass roots advocacy, consensus building, and other less hierarchical models of shared leadership). Leadership in a variety of organizational contexts (e.g., public, private, and non-profit sectors) will be covered, and ethics will be an important theme woven throughout the course.

**PMGT 401. Senior Seminar** This course will serve as a capstone experience for Policy Management majors. It will echo the key principles covered in the Foundations class, including an appreciation for (1) fluid interdisciplinarity, (2) the contingent nature of knowledge, (3) connections to the wider world beyond the college, (4) principle-based models of leadership, (5) the meaningful application of ethics, and (6) the role of stakeholder values in problem analysis and decision making processes. Emphasis will be placed on acclimating students to the processes of complex problem solving that exist in a variety of contexts, including the public, non-profit, and private sectors, as well as in various comparative cross-cultural settings. "Policy Management" majors conclude their academic study of the various frameworks, orientations, stakeholders, and value sets that exist in different policy contexts by completing a comprehensive, hands-on policy management exercise. *Prerequisites: LPPM 200.*

## POLITICAL SCIENCE

### FACULTY

**J. Mark Ruhl**, Glenn E. and Mary L. Todd Professor of Political Science (on partial leave 2008-09)  
**Douglas T. Stuart**, Professor of Political Science and International Studies; J. William Stuart and Helen D. Stuart Endowed Chair in International Studies, Business and Management; Adjunct Professor, U.S. Army War College (Director of the K. Robert Nilsson Center for European Studies in Bologna, 2008-10)

**David Strand**, Charles A. Dana Professor of Political Science (on leave Fall 2008)

**H. L. Pohlman**, Executive Director of the Clarke Forum for Contemporary Issues, Professor of Political Science, A. Lee Fritschler Professor of Public Policy

**Russell Bova**, Professor of Political Science

**James M. Hoefler**, Professor of Political Science

**Stephanie Greco Larson**, Professor of Political Science

**John S. Ransom**, Associate Professor of Political Science

**Andrew C. Rudalevige**, Associate Professor of Political Science, Walter E. Beach Chair in Political Science (Director of the Dickinson Humanities Program in England, 2007-09)

**Neil J. Diamant**, Associate Professor of Asian Law and Society, Chair

**Douglas E. Edlin**, Associate Professor of Political Science (on leave Fall 2008)

**Kristine Mitchell**, Assistant Professor of Political Science and International Studies

**Edward W. Webb**, Assistant Professor of Political Science and International Studies

**Vanessa Tyson**, Instructor in Political Science

**Daniel Kenney**, Visiting Instructor in Political Science

**Andrew T. Wolff**, Visiting Instructor in Political Science and International Studies

## MAJOR

Ten 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, 270, and, when appropriate, 275, 276, 190, 290), 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.

## TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

## INDEPENDENT STUDY OR RESEARCH AND INTERNSHIPS

Many majors take courses in independent study and 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 chairperson.

## HONORS IN THE MAJOR

The honors in the major option involves one semester of independent research in the spring of the senior year leading to a defense of a major project before the political science faculty at the end of the spring semester. Candidates interested in pursuing honors in political science must obtain a faculty supervisor during the fall semester and submit an annotated bibliography and a well-developed thesis statement explaining the project's goal by December 1. A grade point average of 3.50 in the major and 3.25 overall are required to undertake an honors project. Students who plan to complete the honors option are strongly encouraged to take POSC 239: Research Methods, in their junior year.

## 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.

## 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 Western thought on the problems of the possibility of knowing political justice and creating a just polity. Major texts from the tradition will be discussed.

**202. Recent Political Thought** An introduction to the political thought of the 20th century focusing on the works of Weber, Freud, Dewey, Strauss, and others. *Prerequisite: 180 or permission of the instructor.*

**205. American Political Thought** An historical exposition of the ideals of American political culture. Concepts that will be addressed include natural law, liberty, constitutionalism, democracy, equality, and privacy. *Prerequisite: 120 or permission of the instructor.*

**207. Marxist Political Thought** An examination of the political philosophy of Karl Marx, Lenin, Trotsky, and others within the tradition of Marxist scholarship and politics. *Prerequisite: 180 or permission of the instructor.*

### 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.

**220. Constitutional Law I** An analysis of constitutional adjudication in the areas of separation of powers, federalism, and economic rights. Special emphasis is placed upon the idea of a written constitution and the role that judges play in our constitutional system. Topics include Watergate, war powers, and legislative veto. *Prerequisite: 120 or permission of the instructor.*

**221. Constitutional Law II** An exploration of American constitutional rights. Both historical developments and contemporary issues are addressed. Topics include racial and sexual equality, affirmative action, seditious speech, and school prayer. *Prerequisite: 120 or permission of the instructor.*

**222. Public Policy Analysis** The purpose of this course is to acquaint students with the concepts embraced in policy analysis and the methods employed by those individuals who study and analyze public policy. It is designed not only to provide a working knowledge of technique but also a knowledge of the intellectual support for that technique. Some emphasis will be placed upon the economic approach to public policy and the implications of that approach. *Prerequisite: one course in political science or economics.*

**231. Public Administration** An analysis of the organization and functioning of the national bureaucracy in a democratic society. Special attention is given to presidential management, theories of organization,



independent regulatory agencies and bureaucratic pathology, financial and personnel administration, and administrative responsibility. *Prerequisite: 120 or permission of the instructor.*

**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.*

**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.*

**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.*

**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.*

**245. Political Parties and Interest Groups** A study of the functions, structures, and operations of American political parties and interest groups. Special attention is given to the techniques of running a campaign for office, to the role of the media in superseding American parties, and to the interactions of government with the two largest "interest groups": business and labor. *Prerequisite: 120 or permission of the instructor.*

**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.*

**247. The American Presidency** An in-depth analysis of the nature and significance of "the Man" and "the Office," including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency. *Prerequisite: 120 or permission of the instructor.*

**248. The Judiciary** A study of the structure, processes, and institutional role of the American judiciary. Topics may include: the adversarial system, criminal and civil procedure, implementation of court decisions, judicial decision-making, legal development, and legal reasoning. Special attention is given to the federal judiciary, especially the Supreme Court. *Prerequisite: 120 or permission of the instructor. This course is cross-listed as LAWP 248.*

**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 in countries of the Third World and in advanced industrial states alike.

The purpose of the course is to learn to observe systematically, to analyze political phenomena, and to distinguish and evaluate the assumptions underlying alternative approaches to the study of politics.

**250. West European Government and Politics** This course provides a general overview to West European politics and the different political configurations that exist in the major West European countries. The course outlines some of the common features of the region's ongoing political development (e.g. democratization, institutionalization of the welfare state and political integration within the European Union) as well as the differences among today's national systems of political organization.

**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 Studies.*

**252. African Government and Politics** An introduction to the politics of contemporary, sub-Saharan Africa. After analyzing the historical and socio-economic context of African politics, the course examines a number of contrasting political systems in depth. The final section of the course discusses the current problems of South Africa from an international perspective. *Prerequisite: one course in political science.*

**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.*

**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.*

**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.

**256. The City** An introduction to urban politics from a broadly comparative vantage point. Topics include the socioeconomic and cultural bases of city politics, power struggles and policy making within urban political arenas, and the relationship between urbanization and political development.

**257. Democracy and Democratization** A comparative examination of democratic politics and government with an emphasis on transitions from authoritarianism to democracy and on the consolidation or collapse of democratic institutions. Case studies and regional analyses from Europe, Asia, Latin America, and Africa will be combined with examination of broader issues such as the advantages and disadvantages of democracy, the question of cultural or economic preconditions to successful democratization, and the impact of democracy on international relations.

**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.*

## 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.

**270. European Union** The European Union (EU) remains a work-in-progress, and this course will help students to contextualize the EU's development since the mid-1950s, understand the way that it currently functions, and think about how it is likely to evolve in the future. Substantively, the course covers the theory and history of European integration; the EU's unusual (and evolving) institutional structure and political processes; the major policy areas of the EU; and the power dynamics between the EU and its member states.

**271. Ethics and World Politics** A course in applied ethics which examines the role which ethical considerations both do and should play in the conduct of international relations and world politics. Special attention is given to the ethics of warfare (defined broadly to include conventional war, weapons of mass destruction, terrorism, and economic warfare) and to issues of human rights and humanitarian intervention. *Prerequisite: 170 or permission of the instructor.*

**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.*

**275, 276. Studies in Modern European Politics** *To be offered only in Bologna.*

**280. American Foreign Policy Since 1945** 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 third world economic development 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 permission of the instructor.*

**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: 170 or 120 or permission of the instructor.*

### SPECIAL TOPICS COURSES

**190, 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.

**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 120 and/or MATH 121 are helpful. This class is especially recommended for prospective graduate students in the 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.*

## PORTUGUESE

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See Spanish and Portuguese.

## PRE-BUSINESS/MANAGEMENT

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For students interested in graduate work in management and policy in both Private and Public Sectors, many options in addition to an MBA exist. Students should speak with their academic advisor and staff in the Career Center to obtain the most complete information on options available.

For students interested in pursuing an MBA, the criteria for admission to programs are: GMAT score, cumulative grade-point average, letters of recommendation, extracurricular activities, and work experience. Students interested in an MBA can select any major field of concentration at the college; however, it is helpful to take certain courses that will orient the student more specifically in the business field. Below is a list of recommended courses.

*Economics:* 111, Introduction to Microeconomics; 112, Introduction to Macroeconomics

*International Business and Management:* 100, Fundamentals of Business; 110, Fundamentals of Accounting; 220, Managerial Decision Making; 230, International Organizational Behavior; 250, Finance

*Mathematics:* 121, Elementary Statistics; 161, Calculus I or 151-152, Introduction to Calculus, or INBM 220, Managerial Economics

*Internships and independent studies:* Business-oriented internships and independent studies

Additional courses in international business and management, economics, philosophy, psychology, political science, and a foreign language are also suggested.

## GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)

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The GMAT should be taken by the fall semester of the senior year. The GMAT is offered as a computer-based standardized test offered at Prometric Testing Centers. Check [www.gmat.org](http://www.gmat.org) for registration information.

## MBA DIRECT ADMISSIONS PROGRAM

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Dickinson College has a direct admission agreement with the William E. Simon Graduate School of Business Administration, University of Rochester that allows eligible students special consideration in admissions. Interested students should contact the Career Center for more information as early as their sophomore year.

## ADMISSIONS PROCESS

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Contact the Career Center for more information and assistance with admission to graduate programs.

## PRE-ENGINEERING

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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: application to an engineering Master's program after completion of a science major, or, by the Binary Engineering program.

For the Binary program, students must plan their program carefully in order to meet all the requirements; new students need to contact the Pre-engineering advisor, Prof. Pfister, in July as they plan their first semester.

The Binary Engineering Program is a five-year program consisting of three years at Dickinson and two years at one of two engineering schools: Case Western Reserve University or Rensselaer Polytechnic. 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.

Requirements of the engineering schools: the participating engineering schools require a 3.00 cumulative grade point average during the three years at Dickinson and satisfactory completion of the following:

*Mathematics:* two years, including Differential and Integral Calculus, Multivariable Calculus, and Differential Equations.

*Physics:* One and one-half years of calculus-based Physics, including Mechanics, Electricity and Magnetism, and Medical and Radiation Physics.

*Chemistry:* one year including States of Matter, Atomic and Molecular Structure, Thermodynamics, Equilibrium and Kinetics, and Chemistry laboratory.

*Computer Science:* one course in the use of computers for numerical analysis. Humanities and Social Sciences: six to twelve courses in the humanities and social sciences, depending on the engineering school.

*Other science courses in the area of the expected engineering field.* (The complete list of engineering programs available at the participating schools is available from the Pre-engineering advisor, Professor Hans Pfister.)

**Application to the engineering school:** During the first semester of the junior year the student applies to one of the participating engineering schools. A student who has the required 3.0 average and is meeting the course requirements can expect to be admitted to full standing and to be able to complete the engineering degree in two additional years. During the spring semester of the junior year, the student pre-registers for the off-campus study for the subsequent two academic years.

**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. Course work 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.

## SUGGESTED FOUR YEAR PROGRAM

### **Physics major:**

First Year: PHYS 131, 132; MATH 161, 162 (or 151, 152)

Second Year: Major courses\*; PHYS 211, 212; MATH 261, 262 (or 162, 261)

Third Year: Major courses\*; CHEM 141, 241, COMP 131

### **Chemistry major:**

First Year: CHEM 141, 241; MATH 161, 162 (or 151, 152)

Second Year: Major courses\*; PHYS 131, 132; MATH 261, 262 (or 162, 261)

Third Year: Major courses\*; PHYS 212; COMP 131; (MATH 262)

**Computer Science major:**

First Year: COMP 131, 132; MATH 161, 162 (or 151, 152)

Second Year: Major courses\*; PHYS 131, 132; MATH 261, 262 (or 162, 261)

Third Year: Major courses\*; PHYS 212; COMP 131; (MATH 262)

**Biology major:**

First Year: BIOL 131, 132; CHEM 141, 241; MATH 161, 162 (or 151, 152)

Second Year: Major courses\*; PHYS 131, 132; MATH 261, 262 (or 162, 261)

Third Year: Major courses\*; PHYS 212; COMP 131; (MATH 262)

\* The choice of major courses should be made in consultation with the major advisor and the binary engineering director.

## PRE-HEALTH PROGRAM

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The Pre-Health Program is administered jointly by the Committee for the Health Professions and by the Career Center. Any student who is interested in a career in the health professions (medicine, dentistry, optometry, veterinary medicine, nursing, etc.), should contact the Career Center as soon as possible. At the beginning of the academic year, first year students who have expressed an interest in a health-related career receive a notice to attend an informational meeting. At this meeting, information regarding required course work and the Pre-Health advising program will be covered and interested individuals will be added to the list of Pre-Health students.

Each student is assigned one of the committee members as his or her Pre-Health Advisor. The advisor will work with the student each semester on course selection and will draft the Committee letter of recommendation when the student applies to professional school. The Committee also provides advice and prepares evaluations for students interested in any of the health professions. The pre-health advisor in the Career Center supports all pre-health students with health career information as well as provides encouragement as requested by students during the application and interview process.

The majority of students who are accepted into medical school major in one of the sciences. Pursuing a major outside the sciences is possible, but students must show their ability to do superior work in biology, chemistry, and physics. If planning to attend professional school immediately following graduation, students in all majors should plan to finish the science courses by the end of the junior year in order to be prepared for the Medical College Admission Test, or other professional exam which should be taken in the spring of the junior year.

### Requirements for the medical and dental schools and many allied health schools

Satisfactory completion of the following:

*Chemistry:* 4 courses - 141, 241, 242 plus one additional course (CHEM 243 or 244 are strongly recommended) \*\*CHEM 111 will not satisfy this requirement. [CHEM 243 is Modern Chemical Analysis and the material covered in that course is very good preparation for the MCAT.]

*Biology:* any two 100-level courses (216 Genetics, 313 Cell Biology, and 333 Physiology are also recommended along with 334 Vertebrate Biology for some programs)

*Physics:* 2 courses - 141, 142 or 131, 132 (Although 131, 132 is acceptable, some topics on the MCAT exam are not covered in these courses.)

*English:* 2 courses - any two are satisfactory. The First-Year Seminar fulfills the requirement for a course in English composition. The remaining course should be in English literature.

*Mathematics:* 161 or 151, 152 and one additional math course. Some medical schools require a second

semester of calculus that can be fulfilled by successful completion of MATH 162. Students are advised to check the requirements of schools to which they may apply.

*NOTE:* This is a list of the minimum courses required by all medical schools, the majority of dental schools, veterinary programs and many of the allied health schools. While these must be taken during college, individual schools may have additional requirements.

Other admission criteria include the science grade point average, exam scores, the letter of evaluation from the undergraduate college, and the outcome of a personal interview (if required) by the professional school. An overall academic average of 3.50 or better is needed to be a competitive applicant.

The Career Center has information on professional schools, applications for these schools, and applications for the MCAT and DAT exams. A reference service is also provided by the college to support the application process. More information will be provided to juniors at the annual meeting for those applying to professional school.

### **Medical school admission test (MCAT)**

All applicants to medical schools must take the Medical College Admission Test (MCAT) which is given in April and August of each year. The preferred time to take it is in the spring of the applicant's junior year.

### **Dental Admissions Test (DAT)**

Applicants to dental schools must take the Dental Admission Test, a computer-based exam offered throughout the year at local and regional test centers. Again, spring of the junior year is the recommended time to take this test.

### **Tests in other health professions**

Other health professions have similar testing programs as well. Information is available from the Career Center.

## **COMMITTEE FOR THE HEALTH PROFESSIONS**

*Members for 2008-09:*

**Teresa Barber**, Associate Professor of Psychology

**David Crouch**, Associate Professor of Chemistry

**Catrina M. Hamilton-Drager**, Assistant Professor of Physics and Astronomy

**Michael S. Holden**, Professor of Chemistry

**Anthony Pires**, Associate Professor of Biology

**Debi Swarner**, Associate Director of the Career Center

**Charles Zwemer**, Associate Professor of Biology, Chair

## PRE-LAW

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Law school admissions committees agree that the most appropriate and beneficial preparation for law school is a traditional liberal arts education combined with relevant extra-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 Career Center, the program is inherently flexible and allows students to explore the breadth of their intellectual interests.

Pre-law students can select any major field of concentration at the college. It is helpful to take certain courses that will provide a substantive background in the subjects that are directly related to the practice and development of law. Students planning to pursue the study of law should include courses to refine their writing, research, and argument formation skills. Below is a list of courses that are recommended to introduce students to the skills and issues related to the study of law.



**RECOMMENDED COURSES:**

Since law schools do not have a preferred undergraduate major, you are free to choose nearly any academic path that emphasizes writing, research, and analytical thinking. 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:**

Contemporary Economics or Introduction to Microeconomics (ECON 100 or 111)

**History:**

American History (HIST 117, 118)

**Philosophy:**

Ethics (PHIL 112)

Logic (PHIL 121)

Persuading and Arguing (PHIL 120)

**Political Science/Policy Studies:**

American Government (POSC 120)

Constitutional Law I, II (POSC 220, 221)

Philosophy of Law (LAWP 255)

The Judiciary (LAWP 248)

The Legislative Process (POSC 246)

**English:**

Students should take several writing intensive courses to refine their writing, research, and argumentation skills. Possibilities include:

Expository Writing (ENGL 211)

Writing: Special Topics (ENGL 212)

Any of the literature courses offered by the department.

**The Joint Baccalaureate and Law Degree Program** is a six-year program consisting of three years at Dickinson College followed by three years at the Pennsylvania State University Dickinson School of Law program. To qualify for this program, Dickinson students need to complete all requirements for the bachelor's degree (except one year of elective courses) within three years, attain a 3.5 cumulative grade average (the top 10-15% of the class), and achieve a score on the Law School Admissions Test (LSAT) within the top 30% of the national test-takers. Students accepted into the program enroll in the Penn State Dickinson School of 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, the students will complete the law program and earn their JD degree.

Students interested in the joint-degree program should consult the college's pre-law advisor and should be prepared to apply to the Dickinson School of Law no later than February 1 of the junior year.

## PSYCHOLOGY

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### FACULTY

**James A. Skelton**, Associate Professor of Psychology

**Gregory J. Smith**, Associate Professor of Psychology

**Walter Chromiak**, Associate Professor of Psychology, Associate Provost of the College

**Teresa A. Barber**, Associate Professor of Psychology

**Marie Helweg-Larsen**, Associate Professor of Psychology, Chair

## PSYCHOLOGY

**Anthony S. Rauhut**, Assistant Professor of Psychology

**Richard L. Abrams**, Assistant Professor of Psychology

**Margaret I. Davis**, Assistant Professor of Psychology (on leave 2008-09)

**Megan Yost**, Assistant Professor of Psychology

**Suman Ambwani**, Assistant Professor of Psychology

**Barry X. Kuhle**, Visiting Assistant Professor of Psychology

**Davis C. Tracy**, Director of Counseling Services, Part-time Assistant Professor of Psychology

**Linda M. Chalk**, Assistant Director of Counseling, Part-time Assistant Professor of Psychology

## MAJOR

Eleven courses:

1. Four 100-level courses

One course from each group and one elective from any group (180 courses are designated by the chair as an elective or as belonging in Group 1, 2 or 3. Group 1: 110, 125, 130. Group 2: 155, 165, 175. Group 3: 135, 140, 145, 150.

2. 201 and 202

3. Two 300-level courses

One 300-level course must be taken from 310 to 375; the other may be a 380.

4. Two 400-level courses

5. One Additional Advanced Psychology Course

An additional 300-level course (from 310 to 375), OR

An additional 400-level course (from 410 to 475; must have the matching 100-level course), OR

500 independent study in psychology, OR

550 independent research in psychology

Students are eligible to declare the psychology major after successful completion of 201.

All courses above the 100-level must be taken in the department. Exceptions to this rule may be granted to students who study at approved overseas programs and/or who petition the department chair.

## MINOR

Six courses, including 201 and 202 and a course from the 300-level group of research methods classes. Normally, four of the six courses (including the 201, 202 sequence and the 300-level course) must be completed in the department.

## SUGGESTED FOUR YEAR PROGRAM

First Year: at least one 100-level courses; 201(if possible)

Second Year: at least two 100-level courses; 201 and 202

Third Year: at least one 100-level and 300-level course; 400-level seminar (if appropriate); semester abroad

Fourth Year: complete all remaining requirements

## TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

## INDEPENDENT OPTIONS FOR NON-SENIORS

Exceptional students may participate in traditional internships, independent study, and independent research projects (see Bulletin section entitled Special Approaches to Study).

## HONORS IN THE MAJOR

Honors are granted to graduating seniors who demonstrate excellence in developing and conducting empirical research. Candidates for honors must earn a GPA of at least 3.5 in courses taken in Psychology and 3.25 in all other courses taken at the college by the beginning of the Senior year. They must earn at least one credit for independent study and/or independent research during each semester of the Senior year, under the supervision of an Honors Committee, and their work must be endorsed for honors on behalf of the department and presented publicly no later than the week of final exams. Students interested in honors should consult the document "Honors in the Psychology Major," which is available from the department and at the department's Web site.

## 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.

## COURSES

**110. Principles of Behavior** 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.

**125. Brain and Behavior** This course will introduce the structure and function of the brain as it influences human behavior. The level of study will be from a molar viewpoint, and findings from such fields as neuroanatomy, neurophysiology, and endocrinology will be considered in their relation to a number of behavioral processes. In the laboratory, students will engage in hand-on activities to explore brain anatomy, behavioral analysis and brain-behavior relationships. *Three hours classroom and three hours laboratory a week.*

**130. Perception, Memory, and Thought** This introduction to cognitive psychology will cover such topics as: How do you recognize your grandmother? Can you do more than one thing at a time? Why can't you remember the names of people you just met? More formally, we will examine the processes of perception, attention, representation, and retrieval in children, adults, and machines.

**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 WOST 135.*

**140. Social Psychology** In this introduction to psychological aspects of human social behavior, we discuss such topics as the relationship between attitudes and behavior, how people judge one another, interpersonal and group influence processes, and relations between individuals and groups, with strong emphasis on real-world applications. We also introduce scientific methods and formal theories for studying social behavior.

**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, bio-

logical 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.

**150. Introduction to Cross-Cultural Psychology** This course takes the position that human behavior can best be understood only in the cultural context in which it occurs. Discussions focus on the impact of culture on human behavior including the nature of culture; political and religious elements of culture; perceptions, stereotypes and the realities of cultural differences; how nationalism and animosity between cultures grow; and sources of prejudice and cultural conflict, and how they may be reduced. Suitable for all students, regardless of prior background in psychology.

**155. Child Development** This introduction to developmental psychology will cover such topics as: What are the processes of prenatal development and birth? How does an infant learn about the world around him or her? How do children develop as social beings? And, how do the cognitive abilities of thought, language, and memory develop?

**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.

**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.

**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.

**201. Design of Psychological Research** Readings and laboratory exercises introduce students to bibliographic resources in psychology, rules of valid scientific inference, and techniques for conducting psychology experiments. *Three hours classroom plus two hours laboratory a week. Prerequisite: any 100-level course. NOTE: Completion of both 201 and 202 fulfills the WR requirement.*

**202. Analysis of Psychological Data** In this course, one of the core requirements for the major, our focus is how to make sense of numerical information. Students learn to describe and analyze data. *Three hours classroom plus two hours laboratory a week. Prerequisite: 201. NOTE: Completion of both 201 and 202 fulfills the WR requirement.*

**310. Research Methods in Animal Learning** Researchers in the field of animal learning have uncovered fundamental principles that govern the behavior of all organisms, including humans. This course examines the research methods that have assisted researchers in discovering such principles. Students conduct original experiments with animals and prepare written reports of their findings. *Three hours classroom plus three hours laboratory a week. Prerequisites: 110, 201, 202 OR 125 and BIOL 124.*

**325. Research Methods in Biological Psychology** A comprehensive coverage of the research methods employed in the field of biopsychology. Students conduct research on the relationship between the nervous system and/or the endocrine system and human behavior. *Three hours classroom plus three hours laboratory a week. Prerequisites: either 125, 201, 202 OR 125 and BIOL 124.*

**330. Research Methods in Cognitive Psychology** Students devise, conduct, analyze and prepare written reports of experiments on topics such as autobiographical memory, time management, techniques for improving learning, and decision-making. *Three hours classroom plus three hours laboratory a week. Prerequisites: either 130, 201, 202 OR 125 and BIOL 124.*

**335. Research Methods in Gender and Sexuality** This course addresses the methodological principles underlying empirical psychological research on gender and sexuality. We will specifically consider qualitative methods as they are used within psychology. Because the study of gender in particular has been strongly guided by feminist theory, this course will focus on feminist epistemologies as related to social psychological research. Class and lab time will be spent developing the following skills: critical reading and analysis of published research, design of empirical research, data collection, and qualitative data analysis. This course will culminate in the design and implementation of an original research project in the area of psychology of gender or human sexuality. *Prerequisites: 201 and 202, and either 135 or 145, or permission of the instructor.*

**340. Research Methods in Social Psychology** We conduct empirical studies in order to become familiar with techniques for measuring attitudes and social behavior in the field and the lab, for analyzing and evaluating data, and for reporting findings and conclusions. Students gain direct experience in the process of conducting research studies by working as experimenters and data analysts. *Three hours classroom plus three hours laboratory a week. Prerequisites: 140, 201 and 202.*

**350. Research Methods in Cross-Cultural Psychology** Each culture is unique in its understanding and beliefs regarding human nature. These differences can lead to varied perceptions of self, in-group and out-group members, time, politics, social distance and social expectations. This course is designed to support student investigation into these cultural and subcultural differences as students generate, conduct, analyze and prepare written reports of observational, survey, correlational or experimental study designs on various topics in cross-cultural psychology, stereotypes and intercultural conflict. *Three hours lecture and three hours lab per week. Prerequisite: 150, 201 and 202.*

**355. Research Methods in Child Development** An advanced presentation of the research methods and statistical techniques used by developmental psychologists including cross-sectional, longitudinal, and sequential designs. Students conduct laboratory and field-based research and develop original research proposals in the area of child development. *Three hours classroom plus three hours laboratory a week. Prerequisites: 155, 201 and 202.*

**365. Research Methods in Clinical Psychology** This course will introduce various strategies used in empirical research of clinical phenomena. Practice in behavioral observation systems, structured clinical interviews, and assessment techniques will be gained as students conduct research and write research reports in the area of clinical psychology. *Three hours classroom plus three hours laboratory a week. Prerequisites: 165, 201 and 202.*

**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: 202. NOTE: The prerequisites for Neuroscience majors for PSYC 380 (Research Methods in Drugs & Behavior) are PSYC 125 and BIOL 124.*

**410. Seminar in Learning Theory** 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: 201 and 202.*

**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: 201 and 202.*

**430. Seminar in Cognitive Psychology** Students will present and discuss one or more topics in human cognition using primary sources. Possible topics include, but are not limited to, intelligence and creativity, the development of physical and mental skills, changes in learning and memory as we age, and thought in humans and machines. Students will write several essays that explain and evaluate the concepts that are discussed. *Prerequisites: 201 and 202.*

**435. Gender and Sexual Identities** In this advanced discussion seminar, we will focus in depth on special topics in the field of psychology of gender and sexuality, particularly highlighting personal and social identities. We will discuss such topics as the development of heterosexual, gay, lesbian, bisexual, transgender, and queer identities; gender conformity and socialization in childhood; the coming out process; the relationship between gender and sexual orientation; social pressures and compulsory heterosexuality; heterosexism, homophobia, and the stigma and prejudice surrounding sexual minority identity; gender nonconformity and transgender identity; and special issues facing GLBTQ individuals in intimate relationships. We will also discuss social and political activism, with an emphasis on collective action stemming from group identification. The course material will include some sexually explicit material; please carefully consider your degree of comfort in discussing this type of material before enrolling in the course. Class participation will significantly contribute to your final grade. *Prerequisites: 202 or WOST 250, or permission of the instructor. This course is cross-listed as WOST 305.*

**440. Seminar in Social Psychology** In this seminar, we read and discuss primary sources in theoretical or applied social psychology. Previous seminars have looked at applications of social psychology principles in law, medicine, mental health, consumer behavior, conservation, and education, and theories of social construal, social influence, and social systems. Students are responsible for leading class sessions and contributing to a group document, such as an annotated bibliography or literature review. *Prerequisites: 201 and 202.*

**450. Intergroup Relations and Cultural Psychology** Investigates psychological perspectives related to the impact of culture in determining individual and social behavior, cross-cultural differences and similarities in human behavior, and the psychological sources of group conflict. Topics may include the impact of stereotypes on perceivers and targets, the psychological rationale for prejudice and discrimination, the benefits and difficulties of gender, racial, and cultural diversity, methods for prejudice and discrimination reduction, and an examination of human behavior beyond the traditional Euro-American psychological perspective. *Prerequisites: 201 and 202.*

**455. Seminar in Developmental Psychopathology** Applying a developmental perspective in which clinical disorders are viewed as either quantitative deviations from normal development or qualitatively distinct disorders this course will study the history, methods, procedures, empirical facts, and theories that influence the conceptualization of and treatment of clinical disorders in children. *Prerequisites: 201 and 202.*

**465. Seminar in Clinical Psychology** Students read and discuss primary sources in theoretical and applied clinical psychology to gain a deeper understanding of the processes of assessment and treatment used with various psychopathological conditions. *Prerequisites: 201 and 202.*

**480. Advanced Topics in Psychology** 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: 202 or permission of the instructor.*

## PUBLIC SPEAKING

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### COURSES

**101. Introduction to Public Speaking** An introduction to public speaking addressing the construction and delivery of both informative and persuasive speeches. Students will receive training in (and will practice) overcoming anxiety, gathering and presenting information, determining and responding to audience preferences, and incorporating rhetorical tools to enhance persuasion.

# RELIGION

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## FACULTY

**Mara E. Donaldson**, Professor of Religion (on leave 2008-09)

**Daniel G. Cozort**, Associate Professor of Religion (on partial leave 2008-09)

**Theodore Pulcini**, Associate Professor of Religion

**Andrea B. Lieber**, Associate Professor of Religion, Sophia Ava Asbell Chair in Judaic Studies, Chair

**Nitsa Kann**, Assistant Professor of Judaic Studies

**Cameron D. Warner**, Visiting Instructor in Religion

**Edward P. Merwin**, Part-time Assistant Professor of Religion and Coordinator of the Hillel Program,  
Director of The Milton B. Asbell Center for Jewish Life

## CONTRIBUTING FACULTY

**David Commins**, Professor of History, Benjamin Rush Distinguished Chair in Liberal Arts and Sciences (on leave 2008-09)

**Shalom D. Staub**, Assistant Provost for Academic Affairs

## MAJOR

**Option A.** Gives the student a working knowledge of a broad range of religious traditions and perspectives. The courses in Option A provide the foundation in the study of religion which the department considers necessary for today's liberally educated person. Of the 10 courses required in this option, no more than four may be at the 100-level, at least two must be at the 300-level, and at least one (such as 490) must be at the 400-level or above. The following guidelines apply:

1. Two courses for which approaches to the study of religion are the main concern (390, 490).
2. Two courses that raise critical questions about religion in Western traditions and cultures (e.g., 103, 104, 107, 110, 203, 206, 207, 208, 209, 211, 212, 214, 218, 219, and topics courses).
3. Two courses that raise critical questions about religion in Non-western traditions and cultures (e.g., 120, 130, 221, 223, 224, 226, 230, and topics courses).
4. Three additional courses. These may be concentrated in a particular tradition (e.g., Judaism, Christianity, Hinduism, Buddhism, East Asian Religions, Biblical Studies), or they may be on approaches to religion in culture (e.g., Religion and Gender, Religion and Literature, Myth and Ritual, Religion and Art, Social Scientific Study of Religion).
5. One course taken outside the department. For example, courses outside the department may include Philosophy of Religion, Religion and Science, and Anthropology of Religion.

**Option B.** Students who have a focused interest in a particular area of the study of religion may be accepted, no later than the end of the sophomore year, for a major in religion structured along the following lines:

1. The major will consist of 11 courses, with as many as four courses taken outside of the religion department. 390 and 490 are required.
2. Upon the declaration of the major and each semester these majors will discuss their course selections and the shape of their major program with the department and other majors.
3. In the senior year, the student will engage in an independent research project, designed to synthesize the student's work in religion up to that point. This project must be approved by the department and will be delivered both in written form and through an oral presentation.

Option B encourages students to develop interests which may cross normal disciplinary lines. Possible self-developed majors might include: Reformation Studies, The Classical World and Early Christianity,



Women and Religion, Liberation Theologies, Myth Studies, Sacred Texts in Comparative Perspective, Medieval Studies, South Asian Studies, Middle Eastern Studies, etc.

### MINOR

The minor in religion consists of six courses, including 390. No more than three of the six courses may be at the 100-level.

**Additional Options:** In addition to these options for the major in religion, the college offers a major in Judaic studies, East Asian studies, and the double major (recent examples: religion and philosophy, religion and art, religion and anthropology, religion and English). Students may also pursue studies in religion in a number of the college's off campus programs, including the CIEE Program in Hyderabad, India.

### INDEPENDENT STUDY

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 IN THE MAJOR

Majors in Religion 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.

Those wishing to write an honors thesis should register for RELG 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 his/her advisor will decide on a schedule of research and writing. The student is expected to adhere to all deadlines set by the advisor.

In the spring semester the student once again must register for RELG 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

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 semi-

nars 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.

**103. Hebrew Scriptures 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.

**104. Introduction to 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 104.*

**105. Judaism in the Time of Jesus** This course is an introduction to the Hellenistic period of Jewish history, also known as the period of the “second temple”. The course will analyze the cultural interaction between Jews and Greeks at this pivotal moment in Jewish history. The course will examine the impact of classical Greek thought and culture on the development of Judaism at its formative stage. We will focus on the phenomenon of sectarian movements and the emergence of rabbinic Judaism and Christianity as two dominant religions of the West. *This course is cross-listed as JDST 105.*

**107. New Testament in Context** 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.

**110. Religion and Modern Culture** Drawing upon popular examples from film, drama, and narrative, as well as critical essays, the course explores both the religious dimensions of modern culture myth, sacred space and time, nature spirituality and the cultural contexts of contemporary theologies gender, race, economics.

**111. What is Religion?** An introduction to the study of religion that assesses as possible answers to the course title a selected range of individual and social experiences, expressions, and interpretations. Although the course is not a survey of world religions or a study of theories of religion, it examines phenomena from many religions and employs a variety of methods of analysis.

**115. 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.

**121. What is Hinduism?** A study of the dominant religion of south Asia that focuses on the contemporary “embodiment” of religion in culture. This course will explore ways in which religion permeates the Hindu cycle of life, shapes choices such as occupation and marriage partner, and infuses Indian arts. It will ask whether the variation in these patterns over time, among regions of India, in city and country, and among different groups, are diverse “Hinduisms” that nevertheless contain a vital unity.

**122. What is 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.

**130. Religions of East Asia** An introduction to the formative role of religious consciousness in the development of the cultures of China and Japan.

**201. Buddhism in Tibet** Studies in Buddhist philosophy and practice in Tibet.

**203. Bible and Contemporary Issues** An exploration of the impact of Biblical world views, perspectives, and laws upon the generation and resolution of contemporary problems such as environmental abuse, sexism and sexual problems, injustice, and war.

**206. Jews and Judaism in the United States** Traces the history of Jewish immigration to America and how the American experience has produced and nurtured new forms of Judaism, notably Reform and Conservative. The course concentrates on the last hundred years of American history and includes such topics as anti-Semitism, the Holocaust, and Israel. *This course is cross-listed as JDST 206.*

**207. Holocaust & Future of Religion** The course begins by looking at the variety of approaches to the Holocaust or Shoah. Second, it inquires into the roots of the Holocaust in Christian religious anti-Semitism. Third, the course examines the genocidal events of the Shoah itself and the responses to those events by a small resistance movement within Germany. Fourth, the course concludes by looking at the various responses to the Holocaust, attempting to understand its impact on the future of religion itself.

**208. Religion in the United States** 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.

**209. Religion and the Literary Imagination** Examines the variety of ways that religious themes grace, evil, redemption and genres parable, apocalypse are reflected, transformed in Biblical, classical, and contemporary literary texts.

**211. Religion and Fantasy** An exploration of the religious and mythological dimensions of traditional and modern fantasy literature. Our explorations will be guided by three interdependent themes: the nature of the divine, the nature of the human, and the nature of the moral life.

**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.

**214. History of Christianity: Reform and Modernity** The course concentrates on the emergence of the Protestant tradition in the 16th century and the Catholic response. Considers the impact of the Enlightenment on both Protestant and Catholic self understanding.

**215. Jewish Environmental Ethics** *See course description with JDST 215 listing.*

**218. War and Western Values** Literary and philosophical expressions of the experience of war; analyses of the nature of war in human affairs, and of restraints on and in war; assessment of the “special case” of nuclear armaments and strategies.

**219. History of the Jews** Willing or not, Jews have participated in world history since the dawn of civilization in the Middle East, ca. 3000 b.c.e. This course surveys the part Jews have played, concentrating on the interplay between Jews, Christians, and Muslims. *This course is cross-listed as JDST 219.*

**221. Hindu Mythology** Indian mythology, perhaps the richest in the world, is learned (and sometimes created) through ritual celebrations that re-enact and re-interpret myth episodes and themes and in other ways relate the human to the divine.

**226. Yoga: Theory and Practice** Yoga is an ancient Indian religious philosophy with a unique and complex world view. The Yoga system sees the human and the cosmos as homologous and therefore places special emphasis on the control of the body and mind in its pursuit of the realization of ultimate reality. In order to test Yoga’s assertions about the effect of physical and contemplative techniques, students will participate in a lab section in addition to lectures and discussion.

**230. 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.

**241. Topics in Arts, Literature, and Religion** (e.g., Religion and Psychology; Faith and Identity; American Jewish Fiction; Jesus in Theology, Art, and Literature; Religion and Film)

**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?

**245. Hidden Scriptures** Besides the books included in the Hebrew Bible (Christian Old Testament) and the New Testament, a number of texts were excluded for various reasons. Their circulation and reading were discouraged, but they survived nonetheless. This course examines these texts, placing them in their historical context and using them as a "lens" through which we can better understand Judaism in the Hellenistic and Roman period and Christianity in some of its primitive (often "heretical") expressions.

**250. Topics in Religion and Gender** (e.g., Goddess and Devotee; Women & Religion; Sexuality and Spirituality; Women's Ways of Believing)

**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.*

**260. Topics in Religious Traditions** (e.g., Islam; Shamanism; Apocrypha)

**310. Topics in the Study of Myth** (e.g., Comparative Mythology; Myths of Creation)

**312. Topics in the History of Christianity** (e.g., Contemporary Roman Catholic Thought; Medieval Mysticism; Christianity in Crisis; Augustine of Hippo; Eastern Orthodoxy)

**314. Topics in Religious Ethics** (e.g., Bonhoeffer, Peace and War; God and Evil; Religion and Ecology; Contemporary Christian Ethics)

**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.*

**318. Topics in Religion and Culture** (e.g., Religion and Science; Encounters with Death; Liberation Theologies)

**320. Topics in Indian Religions** (e.g., Hindu Theology; Buddhist Tantra; Enlightenment in Comparative Perspective)

**330. Topics in East Asian Religions** (e.g., Zen; Confucianism and Taoism; Chinese Folk Religions)

**390. 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.

**490. 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: 390 or permission of the instructor.*

**The following course is offered abroad:**

**242. Jerusalem, Layer by Layer** This course will examine the centrality of Jerusalem in the evolution of Judaism, Christianity, and Islam. The development and interaction of these religions will be situated within the sweep of the city's history, from the period of the ancient Israelite monarchy to the present. Through the study of monumental structures, archaeological remains, and textual records, Jerusalem's

story will be uncovered layer by layer, with special attention given to the social and political dynamics which have shaped its monotheistic communities through the centuries.

## RUSSIAN

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### FACULTY

Elena Dúzs, Associate Professor of Russian, Chair

Christopher W. Lemelin, Assistant Professor of Russian

### MAJOR

(11 courses)

#### **Core Curriculum Courses:**

100, Russia and the West

Four courses in the Russian language (above 116), 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 4 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

Five courses numbered 200 and above. At least three of these courses must be in the Russian language.

### TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

### INDEPENDENT STUDY

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. All faculty members are willing to assist. Most projects are taken for half or full course credit. Qualified seniors may wish to write an Honors Thesis.

### HONORS IN THE MAJOR

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 in Russian and approximately 25 pages in length. The Honors Thesis will usually be developed from work written during the senior year in a course numbered 300 or above, and it should be supervised by a member of the faculty. 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 in Russia during the junior year. The Dickinson program in Moscow is based at Language Link and is affiliated with the Russian State University for the Humanities. The program offers a wide range of courses in Russian language and culture.

**Summer Immersion Program** The Russian Department offers a five-week student immersion program in Moscow or Moscow/St. Petersburg. See the course description for RUSS 215, Moscow Summer Immersion Program.

## 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. *This course fulfills the Comparative Civilizations Distribution Requirement.*

**\*101, 104. 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.

**116. Intermediate Russian** Advanced grammar review incorporating controlled reading and composition. Emphasis on speaking competence continued through oral reports and conversational topics. *Prerequisite: 104 or the equivalent.*

**200. Advanced Training in the Russian Language** 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: 116 or equivalent, with a grade of at least C.*

**223. Life's Cursed Questions: Russian Literature through the Nineteenth Century** An introduction to Russian literature, presenting its development and the major literary movements from the earliest period to the middle of the 19th century. Readings will include works by Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Tolstoy. *No knowledge of Russian necessary. Conducted in English. Offered every other year.*

**224. Revolution and Dissidence: Twentieth-Century Russian Literature** An introduction to Russian literature, presenting its development and the major literary movements from the middle of the 19th century to the present. Readings will include works by Dostoevsky, Chekhov, Gorky, Blok, Mayakovsky, Babel, Zamiatin, Gladkov, Bulgakov, Pasternak, Solzhenitsyn, Voinovich, Trifonov, Shukshin, and Aitmatov. *No knowledge of Russian necessary. Conducted in English. Offered every other year.*

**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 Conversation and Composition** Practice in the techniques and patterns of everyday conversation, especially as these reflect different cultural orientation. Reading and discussion of short works by well-known Russian authors. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

**232. Masterpieces of Russian Literature** Reading and discussion of literary works by representative authors from the pre- and post-Revolutionary periods. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

**243. Russian and East European Film** The course will examine a contribution by Russian and East European directors to the development of film as an art form. It will also investigate the role which those film have played in forming the cultural identity of various East European nations in recent times. Films by the following directors may be studied: Eisenstein, Dziga Vertov, Dovzhenko, Forman, Bacso, Tarkovskij, Mikhalkov, Wajda, Makavejev, Szabo and others. *Conducted in English. Offered every other year.*

**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.*

**246. Dostoevsky in American Culture** This course will consider how the works of Fyodor Dostoevsky have affected and continue to affect the world today. Readings will include "The Double," *Crime and Punishment*, and *The Brothers Karamazov*. The psychological, moral and artistic problems with which Dostoevsky struggled will be discussed in the context of America at the turn of the twenty-first century. Included in the discussion will be works by such American writers as Mailer, Percy, and Vonnegut, and such films as *Dogma* and *Match Point*. The course will consider the similarities and differences between Dostoevsky's ideas and those of the contemporary world. *Taught in English. Offered every two years.*

**247. Nationalism, Ethnicity, and Exile in Russian Literature** This course will examine Russian identity as it is expressed in the literature of the nineteenth and twentieth centuries. Russian attitudes toward Western Europe and the East, which are fundamental to modern Russian culture, will be considered. The course will also focus on two major crises of identity—one caused by emigration, the other by multiculturalism. The latter crisis includes the rise of Jewish identity in Russia from the late nineteenth century into the twentieth, as well as the ambiguous status of Soviet Russia as a multicultural state. *Taught in English. Offered every two years.*

**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.*

**333. Aspects of Russian Society and Civilization** Scholarly and journalistic texts concerning the social sciences present a specific set of challenges, including a special vocabulary, methods of dealing with data, and idiosyncratic grammar. Discussing or writing about issues in the social sciences likewise requires the special ability to derive the basic import from texts and discuss it with the appropriate vocabulary and use of data. This course prepares students for further work in reading social-science texts in Russian and using the information effectively. *Prerequisite: 231, 232 or equivalent, with a grade of at least C.*

**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 the 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 in Russia** This course will examine the evolution of Russian popular cultural tradition beginning with folk tales, epics, songs, proverbs and popular theater to representations of the “low” genres in contemporary Russian culture including detective novels, popular TV series, cartoons and anecdotes. Focusing on the interplay of the “high” and the “low” cultural traditions in Russia, students will develop methodology of cultural analysis. *Prerequisite: 231, 232 or equivalent.*

**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. Prerequisite: Russian major or instructor's permission.*

The following courses are offered in Moscow:

**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: 116 or equivalent and permission of the department.*

**250, 251. Russian Language in Context** 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. *Prerequisite: 200.*

**255, 256. Writing Workshop** These courses are designed to further develop the students' written skills through practice in lexical expansion, idiomatic expression and syntactical patterns. Grammar review is a significant component of these courses. Topics will consist of a variety of cultural themes chosen by a professor. *Prerequisite: 200.*

**265. Topics in Russian Studies** This is an advanced language course which will help students develop linguistic tools necessary for critical analysis in a particular area of Russian Studies: history, politics, literature or film. Based on their academic focus, students will choose a topic from a list of offerings. “Readings in Russian History” will teach students how to read and analyze scholarly texts on Russian history; “Understanding Contemporary Russian Politics” will focus on the language of Russian mass media; “Russian Short Story” will give students linguistic and critical skills necessary for analyzing literature and “Russian Through Film” will introduce students to the main controversies of contemporary Russian society as they are portrayed in post-Soviet films. Oral and written presentations are important components of this course. *Prerequisite: 200.*

**270. Intellectual, Historical, and Cultural Aspects of Russian Orthodoxy** This course focuses on the specific Russian way of being Christian and examines the reverberations of the Eastern Orthodoxy in different cultural, intellectual and political spheres of the Russian life, both past and present. *Taught in English. Offered every two years.*

**271. Visual and Performing Arts in Russia** 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 to traditions, lifestyle, and the psychology of Russian people. Visits to art museums and theater performances are required. *Taught in English. Offered every two years.*

**273. Russia Today** The course first presents an overview of major social, political, and economic developments in Russia in the second half of the twentieth century. Then the attention turns to Russia's transition from Soviet totalitarianism to post-Soviet democracy and from the Soviet planned economy to the post-Soviet free market. Finally, the presentation focuses on the challenges which the Russian state faces in the twenty-first century. *Taught in English. Offered every two years.*

**280. Research Project in Russian History or Politics** The independent research project is carried out in conjunction with a course on Russian history or politics taught at RSUH in Russian, for Russian students. Dickinson-in-Moscow participants will audit one such course during their second semester in Moscow. Students will choose a topic for their research, appropriate to the focus of the course and have it approved by the professor who teaches the course. Students will regularly meet with the professor who will serve as the project's advisor. The project will be overseen by the Resident Director of Dickinson-in-Moscow. *Prerequisites: 250, 255, 256. Offered spring semester only.*

## SCIENCE, TECHNOLOGY & CULTURE

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### COURSES

**\*101, 102. Scientific Investigations** A series of activity-based courses in which two topics will be introduced each semester that encompass a range of physical phenomena. Scientific concepts are introduced to provide a basis for understanding of phenomena such as rainbows, cloud formation, global warming, the development of scientific theories, and electrical brain activity. The main emphasis of the course will be on the processes of scientific investigation, with students developing hands-on projects throughout each semester. This course can be taken one or more times for laboratory science credit provided that new topics are covered in each course. *The course will meet for a total of six hours each week in a laboratory setting.*

**179. Women and Science in the United States** Science is the human endeavor to understand our world and our universe. However, the popular view of a scientist in the United States traditionally has not been one of a woman. There have been many social and institutional barriers to women who wish to pursue scientific careers. This course will examine these barriers, popular representations of scientists, and the history of women in science in the United States.

**211. Science from Antiquity to the 17th Century** The first half deals with Greek, Arabic, and Medieval Latin theories of matter, motion, and growth, including the transmission of science and science education. The latter half deals with the scientific revolution from Copernicus to Newton with attention focused on the radical restructuring of basic assumptions about nature and method.

**212. Science from Newton to Einstein** Growth of quantitative methods in physical science and experimental methods in biology and natural history in the 18th, 19th, and early 20th centuries. Particular emphasis on Enlightenment and Romantic science, Darwinian evolution and genetic theory, the new physics of relativity and quantum mechanics, and modern cosmology. Gradual separation of science from philosophy and theology.

**258. Topics in the History of Science** The nature of science as a major aspect of Western civilization. Examines science and the scientific enterprise by devoting particular attention to the following: the structuring of basic assumptions about nature and method; social, cultural, and religious dimensions of scientific change and discovery; noted developments in the physical and life sciences. Topics vary and will be announced each term. Recent topics have included: The Scientific Revolution, History of the Physical Sciences, Development of Cosmology, Science and Religion, Light in Science and Art, and Ethnoastronomy.

**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. *This course fulfills the "WR" requirement.*

**260. Energy and The Environment** A lecture course on the role of conventional and alternative energy sources, nuclear energy, and nuclear weapons in modern society. Topics may include the relationship of scientific principles to an understanding of the greenhouse effect, the thinning of the ozone layer, the disposal of nuclear waste, and the technology, effects, and proliferation of nuclear weapons.

**432. Senior Colloquium** The senior colloquium in science will explore new developments in science as well as philosophical, social, and ethical dimensions of the scientific enterprise. This will be a team-taught course in which senior science majors will work with faculty members to select readings and lead discussions. *One-half course credit. Prerequisite: senior standing with a major in one of the natural or mathematical sciences.*

**The following courses are offered on The Dickinson Science Program in England:**

**300. Science and Society** This course explores cultural, philosophical, and ethical aspects of the interplay between science and society. Particular emphasis will be placed on differences in perspective on scientific issues between Europe and the United States. Examples could include, but not be limited to, topics such as biotechnology, the environment, evolution, and health care, and their past and present representation in the media, literature and art.

**301. Sustainability Science** This course explores the role of science in environmental sustainability. Particular emphasis will be placed on population growth, biodiversity, renewable vs. nonrenewable natural resources (e.g., water, soil, energy, minerals), and temporal limits of nonrenewable natural resources (e.g., peak oil). Intercultural differences in perspective on sustainability issues will be examined between the UK, EU, and US.

## SOCIOLOGY

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### FACULTY

Susan D. Rose, Professor of Sociology, Director of the Community Studies Center

Daniel Schubert, Associate Professor of Sociology, Chair

Ashley P. Finley, Assistant Professor of Sociology (on leave 2008-09)

Pauline P. Cullen, Assistant Professor of Sociology

Amy C. Steinbugler, Visiting Assistant Professor of Sociology

### MAJOR

10 courses, including 110, 240, 244, 330 or 331, one course at the 400- level, and five other courses, two of which may be taken outside of the major with the approval of the department. Students must take three courses in their thematic area, one of which may be outside the department.

### MINOR

Six courses, including 110, 240 or 244, and 330 or 331.

### TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

## HONORS IN THE MAJOR

Honors may be granted in Sociology for a two-semester project that results in a well-researched, analytically sophisticated, and finely crafted thesis within the range of 50 to 100 pages. Students will work closely with an advisor from the Sociology department but may receive guidance and resources 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 the two independent studies conducted as part of their two semesters of work.

## 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.

**222. Family Phenomena** In both the ideal and real worlds, the family is credited with producing social leaders and blamed for creating social misfits. Social scientists, policy makers, and writers have focused on the family as a central and powerful social institution. This course explores the nature and role of families, and how families vary across cultures and over time. The course will address such topics as socialization, gender, work-family issues, and domestic violence.

**224. Families and Gender in a 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.

**225. Urban Life** The nature of the city and how it fosters cosmopolitanism and urbanity. Urban planning, good and bad. City lifestyles contrasted with those of the suburb and country. Includes optional field trip to a local city.

**226. Race, Class, and Gender** Explores the personal, intergroup, and institutional dimensions of race, class and gender as simultaneous and interactive systems of meaning and experience. Examines theories of the economic, social and psychological dynamics of oppression; the social construction and reconstruction of identity; and the nature of racism, classism, and sexism. Social change strategies for eliminating oppression are also explored.

**227. Sex, Gender, and Religion** Exploring the interactions between religion 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. *Offered every two years.*

**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.

**233. Medical Sociology** In this course we will examine theories and practices which contribute to the development of a sociological understanding of medicine, health and illness. Health care access and delivery, social epidemiology, and the patient-practitioner relationship are among the issues to be developed. *Offered every year.*

**236. Stratification** 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, and 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 include 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.*

**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.*

**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.*

**239. Work and Occupations** "Never work just for money or for power. They won't save your soul or help you sleep at night." (Marian Wright Edelman) The problem is, work is all of those things: our livelihood, our mobility, and our identity. This course is a sociological examination of how we structure, fill, and define work in the United States. Course material will investigate how occupational positions have come to define American social stratification in terms of prestige, skill, and distributed rewards. Specifically, class discussions will be concerned with who occupies certain positions, how we socially construct occupational opportunities, and how this impacts life circumstances according to race, gender, and class. The goal is to understand, through the use of both theory and contemporary application, how the nature of work and occupations shapes our daily lives. *Offered every two years.*

**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 and one additional course in sociology, or permission of instructor. This course is cross-listed as ANTH 240.*

**244. Quantitative Research Methods** The quantitative research methods course introduces students to basic principles of social science research methodologies and statistical analysis. Students will use examples from scholarly research to understand concepts related to research design, sample selection, appropriate measurement, and survey construction. Additionally, students will apply these concepts to conduct introductory data analysis. Using elemental tools of descriptive and inferential statistics, students will learn to quantitatively assess social research questions in order to draw meaningful conclusions. *Prerequisite: 110 and one additional course in sociology, or permission of instructor.*

**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 globaliza-

tion 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? *Offered every two years.*

**271. Comparative Social Policy** This course will look at social policy in a comparative and global perspective. Gender, race, class and colonization will inform our comparison of policies and policy systems. This course also explores the increasing internationalization of social policy and the advent of a new "global social policy," whereby international organizations play a powerful role in shaping welfare state development in the developing world and in post-communist states. Topics covered will include comparative methodology; and international variation in formulation and response to issues, such as employment, housing, domestic violence, poverty, health, and child welfare. *Offered every two years.*

**300. Deviant Behavior and Social Control** Critical examination, through original works by Merton, Parsons, Cohen, Cloward, Matza, McHugh, Blum, and others, of the two major contrasting approaches in American sociology to the theoretical explanation of delinquency and crime. Crime and evil will also be examined by using Plato to reflect on the Holocaust.

**310. Gender and the Media** This course is concerned with a wide range of issues surrounding gender and the media. We will consider interpretations of gender both as essence and as construction, and we will examine the role of the media in contemporary culture. Finally, we will examine the representation of genders in the media as well as representations of gender by the media. *Prerequisite: Either 110, 222 or 224; or work in Art History or Women's Studies.*

**313. Special Topics** This course will focus on specialized topics within Sociology, such as Women and Health, Cuban Society and Economy. Prerequisite dependent upon topic.

**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.*

**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.*

**333. The Sociology of Health and Illness** This course is an examination of the theories and practices that constitute a sociological understanding of medicine, health, and illness. Social epidemiology, health care systems, stigma, medicalization, suffering, and death, are some of the phenomena considered. *Prerequisite: 233, or permission of instructor. Offered every two years.*

**344. Advanced Quantitative Data Analysis** This course is intended for the social science major who is interested in a deeper exploration of the topics and techniques covered in an introductory course on social research methods. Students taking this course will have the opportunity to design their own research study, either by collecting original data or by using a secondary data source (such as the General Social Survey). The semester-long project will provide in-depth instruction on survey design, data collection, and data entry. Additionally, students will use the SPSS statistical package to comprehensively analyze data, from descriptive results to multiple regression. *Prerequisite: 244, or the equivalent. Offered every two years.*

**370. Postmodernism, Culture, and Communication** This course will examine postmodernism as both

an intellectual development and a cultural condition. In doing the former we will analyze the works of “postmodernists” such as Foucault, Lyotard, and Baudrillard. For the latter, issues such as the relationship between self and identity, the rise of the information society, and the development of the surveillance society will be examined. *Prerequisite: 330, or permission of instructor.*

**400. Senior Seminar** A specialized seminar, intended to relate a broad area of theoretical concern to the problems and procedures of current research. Regularly offered topics: American Society; Art and Society; Eating Disorders and Health; Sociology of Religion; Postmodernism, Culture, and Communication. *Prerequisite: three of the five required courses for the major. Offered every fall.*

**405. Senior Thesis** The Senior Thesis Colloquium in sociology provides students an opportunity to study a sociological problem independently and in-depth, while engaging in a colloquium where they will present and peer-review work. A student enrolled in SOCI 405 formulates a specific research question, identifies and reviews relevant literature, collects or obtains appropriate empirical data, analyzes data, and develops theoretically meaningful conclusions from the results of the analysis. A thesis is the written report of such a research project. Senior theses in sociology generally range from 35 to 50 pages in length. Proposals are due the Friday after Thanksgiving. *Prerequisite: permission of instructor.*

## SPANISH & PORTUGUESE

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### FACULTY

Alberto Rodríguez, Associate Professor of Spanish

Mark C. Aldrich, Associate Professor of Spanish (Director of Semester/Year Málaga Program, 2007-09)

Abraham Quintanar, Associate Professor of Spanish

Jorge R. Sagastume, Associate Professor of Spanish (on leave Spring 2009)

Grace L. Jarvis, Senior Lecturer in Spanish, Chair

Elise Bartosik-Vélez, Assistant Professor of Spanish

Eva Maria Copeland, Assistant Professor of Spanish

Mark Overstreet, Assistant Professor of Spanish

Mariana Past, Assistant Professor of Spanish (on leave 2008-09)

Wendell P. Smith, Assistant Professor of Spanish

Rebecca E. Marquis, Assistant Professor of Spanish and Portuguese

Carol E. Fox, Visiting Assistant Professor of Spanish

Margaret G. Frohlich, Visiting Assistant Professor of Spanish

Beatriz C. Quintero, Instructor in Spanish and Portuguese

Laura Walker, Visiting Instructor in Spanish

### CONTRIBUTING FACULTY

Marcelo Borges, Associate Professor of History

J. Mark Ruhl, Glenn E. and Mary Line Todd Professor of Political Science (on partial leave 2008-09)

## SPANISH

### MAJOR

The Spanish major consists of a total of eleven courses numbered 200 and above. Required courses are 230 (Advanced Grammar), 231 (Spanish Composition), 305 (Introduction to Literary Analysis and



Theory) and 410 (Seminar in Hispanic Literature). A maximum of 4 of the courses may be at the 200 level. A minimum of ten courses must be conducted in the Spanish language; only one course in English related to Luso-Hispanic themes can count towards the major. This course should be taken with the FLIC option if it is available. Before taking a 400-level course students should complete at least two courses at the 300 level. SPAN 410 must be taken in the senior year.

**For Majors Intending Off-Campus Study and Transfer Students:** Regardless of the amount of transfer credit or off-campus study credit earned, a student majoring in Spanish must complete a minimum of five courses on campus. Of these five, at least two regular courses must be completed during the senior year.

### MINOR

The Spanish minor consists of a total of six courses numbered 200 or above. Required courses are 230 (Advanced Grammar), 231 (Spanish Composition), and 305 (Introduction to Literary Analysis and Theory). A maximum of four courses may be at the 200 level. Exceptions can be made by permission of the Chair.

### SUGGESTED FOUR YEAR PROGRAM

First Year: 230 231, 305

Second Year: 200-level courses not taken in the first year, 305 if not taken in first year, and/or 300-level

Third Year: Junior Year Abroad, or 300-level courses not taken in second year. 300-level courses may also be taken in the third year.

Fourth Year: 300 and 400-level courses, including 410

*NOTE:* The courses for the Spanish major should be carefully planned in consultation with the student's major advisor.

### TEACHER CERTIFICATION

For information, see the Director of Teacher Education, or visit the Education Department Web site.

### INDEPENDENT STUDY

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 chairperson.

### HONORS IN THE MAJOR

Spanish majors wishing to graduate with honors in the Department of Spanish & Portuguese should speak with the department Chair during the fall semester of the senior year. 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.

### 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 program in

Querétaro, Mexico. Information is available from faculty in the Spanish Department or the Office of Global Education.

*NOTE:* Spanish majors going abroad should carefully plan their course schedule with the assistance of their faculty advisor.

## COURSES

**101. Elementary Spanish** This course is designed for students who have never taken Spanish previously. The course focuses on all four language skills: listening, reading, writing, speaking, with an emphasis on vocabulary development and listening comprehension development. *Prerequisite:* No prior study of Spanish and permission of department.

**104. 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 116.

**108. Intensive Elementary Spanish** This course is designed for students with prior study of Spanish who do not place into Spanish 116. The course focuses on all four language skills, and covers the same material as Spanish 101 and 104, but at an accelerated pace. Emphasis is on listening and speaking. *Prerequisite:* Placement by department. Upon completion, students go to 116.

**116. Intermediate Spanish** This course is a continuation of Spanish 104. The course focuses on all four language skills: listening, reading, writing, speaking, with increasing emphasis on writing and speaking. *Prerequisite:* 104, 108, or placement by department.

**120. Spanish for Heritage Speakers** Spanish for Heritage Speakers is an intermediate language course designed for heritage learners, but which includes other student interests in specific content areas, such as US Latino immigration, identity, ethnicity, education, and representation in the media. Linguistic goals include vocabulary acquisition, improvement in writing, and enhancement of formal communicative skills. *Prerequisite:* Placement by department. This course is for students with no previous formal training, no high school Spanish, who live in a home in which Spanish is spoken. This course fulfills the foreign language distribution requirement.

**230. Advanced Grammar** 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:* 116, 120, or the equivalent.

**231. Spanish Composition** The primary goal of this course is to develop students' writing skills in Spanish. Course topics will consist of a focused cultural theme chosen by the professor. Examples of possible topics include: Hispanic Cultures through Film: Students will learn about the current culture and history of Spanish-speaking countries through discussion of films. This course will emphasize acquisition of the critical skills necessary to analyze Spanish-language cinema within the context of its country of origin. Hispanic Cultures through Painting: This course will analyze major themes in Hispanic cultures through the lens of painting. Readings that illuminate social, political, and cultural contexts will prepare students to better appreciate the historical significance of a wide variety of well-known painters. Hispanic Cultures through Literature: Students will learn the literary tradition of selected countries through novels, poems and short plays by representative writers. Emphasis will be on tracing the development of the culture of the country studied. Hispanic Cultures through Media: Students will learn the values, mores and traditions of selected Spanish-speaking countries through popular media and its portrayal of current events. Emphasis will be on analyzing Spanish-language newspapers, magazines and television in order to understand their imagined audience. This course fulfills the WR distribution requirement. *Prerequisite:* 230.

**238. 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: 230, or permission of instructor.*

**239. Spanish for Health Professions** This is a specialized course emphasizing Spanish language and culture as they relate to health and medicine. The course goal is written and oral communication and cultural fluency as they relate to the delivery of health-care services to Limited-English-Proficient, Hispanic patients. Off-campus volunteer work with native Spanish speakers is required. *Prerequisite: 116 and permission of instructor, or, 200 level placement, or 230. Offered every fall semester.*

**305. Introduction to Literary Analysis and Theory** This course introduces students to different methods of reading and analyzing literary and non-literary texts. These may include - among others - formalist, psychoanalytic, feminist, semiotic, and poststructuralist approaches. Students will read both primary texts and theoretical studies, and they will be required to analyze texts themselves. *Prerequisite: 231.*

**310. Medieval Iberian Texts and Literatures** This course explores texts written from the 8th through the 15th centuries, in the Medieval Iberian Peninsula, within the cultural context of Medieval Iberia's pluralistic society of Christians, Jews, and Muslims. Topics may include the chivalric tradition, folklore, and the literature of courtly love. Earlier texts may be studied in modernized versions. *Prerequisite: 305.*

**311. Pre-Columbian and Colonial Spanish American Texts** This course will cover literatures of Spanish America produced before 1492 as well as during the colonial period. In their consideration of the development of what can be considered American discourses during this period, students will explore how local and regional identities were formed and expressed in the pre-colonial and colonial context. *Prerequisite: 305.*

**320. Studies in Spanish Golden Age Texts** This course will present the diversity of Spanish literature during a moment of great achievement. The evolution of various genres will be studied, and various works by writers such as Cervantes, Lope de Vega, Calderón, Góngora, Quevedo and others will be read. The purpose is to acquaint the student with works that have had a significant impact on Hispanic cultures and literatures. *Prerequisite: 305.*

**321. Late Colonial and Nineteenth Century Latin American Literatures** This course covers literature produced in Latin America during the late colonial and early national periods. Possible themes include the role of literature with regard to the development of national, regional, and hemispheric identities, nationalism, gender, race, and visual cultures. *Prerequisite: 305.*

**330. Eighteenth- and Nineteenth-Century Spanish Literature** This class will focus on literature from the eighteenth- and nineteenth-centuries in Spain, with particular emphasis on literary movements, including Neoclassicism, the Enlightenment, Romanticism, Realism and Naturalism. Readings will include poetry, novels, essays and plays. We will pay particular attention to textual analysis and to the relevant cultural, social and historical contexts of the literature under study. *Prerequisite: 305.*

**331. Modernismo and Vanguardias** This course will explore major literary and cultural trends in Spanish America Poetry from the Modernista and Vanguardia movements. The study of the concept of Modernity, its impact on humanity and the reaction of the intellectuals to it will be the main focus of the class. Emphasis will be given to poets such as Rubén Darío, José Martí, Delmira Agustini, and Jorge Luis Borges. Special attention will be paid to the connections of poetry and socio-politics in late Nineteenth-Century and early Twentieth-Century Spanish America. *Prerequisite: 305.*

**340. Modern and Contemporary Spanish Literature** This course introduces students to a variety of texts from different genres and periods, with an emphasis on significant cultural trends and the texts that reflect them. Close critical reading and attention to relevant cultural, social, and historical contexts will be emphasized. *Prerequisite: 305.*

**341. Studies in Twentieth-Century Spanish American Texts** This course will analyze major literary and cultural trends in Spanish American narratives and drama of the 20th Century. Special attention will be given to the connection between these works and the important socio-political movements of the time. *Prerequisite: 305.*

**350. Latino/Latina Literatures** This course provides a literary and interdisciplinary examination of the Latina and Latino experience in the United States. Students will become familiarized with various theoretical perspectives on the artistic, social, political, and economic condition of Latinos as producers of American culture. Attention will be given to understanding the ties between literary and social transformation in the literature of Latinas and Latinos. *Prerequisite: 305.*

**360. Introduction to Translation Studies** An introduction to translation as a professional discipline. Emphasis will be on literary translation (principally Spanish to English). Students will learn how translation advances their knowledge of both English and Spanish and how it makes them more perceptive readers as well as more critical observers of the cultural presuppositions that inform all texts. Attention will also be given to some of the major theoretical issues that have vexed translators historically. *Prerequisites: 305 and one additional 300-level course; or, 305 and permission of the instructor.*

**365. Introduction to Hispanic Linguistics** This course serves as an introduction to the concepts of phonetics, phonology, morphology and syntax of the Spanish language. Students are introduced to the concept of descriptive linguistics and linguistic analysis. Students are introduced to linguistic development, historical linguistics and linguistic variation and change. *Prerequisite: 231.*

**366. Introduction to Spanish Sociolinguistics** This course will introduce students to the study of variation and change in Spanish based on a variety of sociological factors. Topics will include phonological variation, morphological and morphosyntactic variation, discourse analysis, and languages in contact. *Prerequisite: 365.*

**380. Topics in Hispanic and Luso-Brazilian Studies** Study of significant cultural, literary, and historical topics concerning the Spanish and/or Portuguese speaking world. Some topics offered recently were: Medieval Women Writers, Perverted Subjects in 19th century Spain, Latin American Jewish Women Writers, The Growing Up Theme in Hispanic Literatures. *Prerequisite: 305 or permission of the instructor.*

**410. Seminar in Hispanic Literature** A thorough investigation of major figures or important literary trends in Hispanic literature which were not covered by the majors in previous courses. The majors will work on a semi-independent basis with a particular instructor and will present reports to the seminar and participate in subsequent discussions. Emphasis on methods of literary research. *Prerequisite: 305.*

**The following courses are offered only at the Dickinson Study Center in Málaga:**

**200. Málaga Summer Immersion** 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 Cursos para Extranjeros of the University of Málaga. *Prerequisite: 116 or equivalent and permission of the department.*

**251. Language Tutorial** Oral practice and written compositions on a variety of topics including the students' first-hand encounters with key aspects of Spanish society. *This course functions as an intensive language laboratory on location in the city.*

**371. Literary Analysis of Hispanic Texts** 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.

**372. Spanish Society and Culture** 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.*

**373. Spanish and Hispanoarab Art** An overview of Spanish art followed by an emphasis on the Hispanoarab art of Andalusia. This course requires students to visit many museums and places of architectural importance. Includes on-site oral presentations and research.

**374. Spain and the European Union** An interdisciplinary course that focuses on the institutions of the EU and how they impact Spain and the lives of Spaniards. Topics discussed include immigration, tourism, and national identity. Attention also given to bilateral and multilateral relations between Spain and other EU member states. *Does not count for credit towards the Spanish major.*

**381. Topics in Hispanic Studies** 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.

## PORTUGUESE

Neither a major nor a minor program is offered in Portuguese. Students may take significant course work on the language, culture, and literature of the Luso-Brazilian world through regular courses, tutorial and independent studies. Any student who has studied Portuguese should contact the department for appropriate placement.

Courses in Portuguese are not offered on a regular basis. Students interested in taking Portuguese should consult with the chair of the Department of Spanish & Portuguese.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students with at least two years of college-level Spanish or one year of Portuguese (or the equivalent) may take advantage of the CIEE Program in São Paulo, Brazil, located at the Catholic University. All classes are taught in Portuguese. Contact the Office of Global Education for information about Partner Programs in Argentina and Brazil.

## COURSES

**\*101, 104. Elementary Portuguese** An intensive study of the fundamentals of Portuguese grammar, with special attention given to pronunciation and oral expression. Composition and literary and cultural readings.

**115. Portuguese for Speakers of a Romance Language** This course is designed for students who have previously studied another Romance language and would like to 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. Offered every two years.*

**116. Intermediate Portuguese** Review of Portuguese syntax. Introduction to conversation and composition through selected cultural and literary readings. *Prerequisite: 104 or the equivalent.*

**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. *Prerequisite: 116 or the equivalent.*

In addition to the above offerings, Portuguese is offered on a tutorial basis.

# THEATRE & DANCE

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## FACULTY

**Todd Wronski**, Professor of Theatre

**Karen Lordi Kirkham**, Associate Professor of Theatre

**Sherry Harper-McCombs**, Associate Professor of Theatre, Chair

**Sarah Skaggs**, Director of Dance, Assistant Professor of Dance

**Jim Lartin-Drake**, Designer and Technical Director

**Marcia Dale Weary**, Artistic Director of the Central Pennsylvania Youth Ballet

## MAJOR: THEATRE ARTS

### CORE

101: Introduction to Theatre OR 102: Dance and Culture

200: Fundamentals of Dance

203: Acting

205: Directing OR 204: Fundamentals of Choreography

210: Topics in Design and Technology for the Theatre (2 courses required)

One approved Course in Dramatic Literature, OR, 214: Topics in Dance and the Body

316: Dance History Seminar, OR, 313: Theatre History Seminar

### PRE-APPROVED CLUSTERS

#### **For Acting and Directing (Choose 3):**

300: Movement and Text

303: Advanced Acting

305: Advanced Directing

An Approved Course in Dramatic Literature

495: Senior Project

#### **For Dance (Choose a combination of 3 full courses):**

300: Movement and Text

304: Applied Choreography

Any studio dance instruction 200-level or higher

495: Senior Project

#### **For Design and Technology:**

ONE additional section of 210: Topics in Design and Technology

Select two additional courses:

495: Senior Project

500: Independent Study in Applied Design or Technology

ARTH 101 or 102: An Introduction to the History of Art

ARTH 122: Fundamentals of Composition and Drawing

ARTH 123: Fundamentals of Sculpture and Three-Dimensional Design

#### **For Dramatic Literature:**

Three additional approved courses in Dramatic Literature, one of which must have a pre-1800 focus.

Examples include:

CLST 110: Introduction to Greek Civilization

ENGL 366: Studies in Drama

ENGL 387: Contemporary Drama

ENGL 392: Shakespeare

FREN 364: Topics in French and Francophone Literatures (if substantially dramatic in focus)

GRMN 342: Sturm und Drang and German Classicism

GRMN 345: German Expressionism

GREK 234: Greek Tragedy

GREK 332: Greek Comedy

SPAN 320: Studies in Spanish Golden Age Texts

SPAN 360: Introduction to Translation Studies (when focus on Dramatic translation is possible)

495: Senior Project

*NOTE:* 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.

**Enrollment in 495:** Senior Project requires departmental approval. Students may only be approved for PERFORMANCE BASED senior projects if they have had significant experience with a departmental co-curricular program. (Mermaid Players or Dance Theatre Group Mainstage Productions)

### MINOR

**Theatre Arts:** 101, 200 OR 300, 203, 210, 205, 313

**Dance:** 102, 204, 210, 316, one course in dance technique, one course selected from 220 or 304

### CO-CURRICULAR PROGRAMS

#### THE MERMAID PLAYERS

Student co-curricular organization in theatre which produces three major productions annually in collaboration with the Department of Theatre and Dance. Membership and voting privileges are open to all students who meet established membership criteria. Auditions for productions are open to all students.

#### DANCE THEATRE GROUP

Student co-curricular organization in dance which produces fall and spring concerts of choreography created by students, faculty and guest artists in collaboration with the Department of Theatre and Dance. Membership is open to all students who meet established criteria. Auditions for dance concerts are open to all students.

#### THE FIRST-YEAR PLAYS

A program of one-act plays presented each fall by student directors with first-year students in the casts.

#### LAB SHOWS

A laboratory program sponsored by the Mermaid Players to encourage and provide for a series of experimental productions.

### COURSES

**101. Introduction to Theatre** A course designed to encourage an understanding and appreciation of theatre as an art form. Aesthetic foundations of theatre are explored, as well as the role of various theatre practitioners in the creation of today's theatre. The course surveys the evolution of theatre through major time periods, exposing students in the process to various types of dramatic literature and theatrical practice.



102. **Dance and Culture** Designed for students with little or no previous knowledge about dance, this course examines both theatrical and non-theatrical forms of dance in historical and cultural contexts. Through readings, discussion, lectures, studio experiences, and viewing live and videotaped performances, the course focuses on the conceptual components of dance while tracing the development of concert dance and exploring various styles and purposes of dance in society.

108, 109. **Introduction to Ballet** Instruction in classical ballet technique along with a study of ballet as a performing art. *Each carries .5 academic credit and 1 PE block.*

111, 112; 211, 212; 311, 312; 411, 412. **Ballet Instruction I, II, III, IV** Open to students with previous experience in ballet who wish to continue ballet instruction at one of four levels: I. the basic level; II. the intermediate level, open to students who demonstrate a basic technique; III. the advanced level, open to students who demonstrate substantial technical skill; IV. the performance level, open to students competent to perform ballet. *One-half or one course may be taken each semester. Placement by audition at the Central Pennsylvania Youth Ballet, where all classes are held. Each course may be repeated for credit with permission of the instructor. Students may take these courses for .5 academic credit and 1 PE block (this is designated with -01) or for 1 full academic credit and 1 PE block (this is designated with -02). When taken for .5 academic credit, these courses do not fulfill a distribution requirement, but will carry 1 PE block. When taken for 1 full academic credit, these courses satisfy the Division I.c. distribution requirement and 1 PE block.*

121, 122; 221, 222; 321, 322. **Modern Dance I, II, and III** Studio courses in modern 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 explore the principles of modern dance, emphasizing body awareness and the expressive use of weight, space, and time. Materials will be selected from a variety of contemporary dance techniques to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. *Each course may be repeated for credit with permission of the instructor. Each carries .5 academic credit and 1 PE block.*

123, 124; 223, 224; 323, 324. **Jazz Dance I, II, and III** 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 and 1 PE block.*

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. *Carries .5 academic credit and 1 PE block.*

200. **Fundamentals of Dance** An introduction to the predominant western theatrical dance forms of ballet, modern, and jazz dance, this course emphasizes development and practice of the movement skills and basic dance vocabulary that characterize these dance forms. This studio based course explores aesthetic frameworks through direct, personal engagement in both doing dance and viewing dance. Selected readings, viewing of live and videotaped performances, and occasional lectures concerning the historical and cultural contexts in which these forms have developed, will augment the studio work. *Carries 1 academic credit and 1 PE block.*

203. **Acting** An introduction to the principles and theories of acting combined with practical exercises and scene performance.

**204. Fundamentals of Choreography** Direct studio experience with the tools of generating and shaping movement to create dances improvisation and the fundamentals of composition will be augmented by analysis of dances seen on videotape and in live performance. The course explores the use of space, time, and energy in the creation and manipulation of movement material for artistic expression, and examines the aesthetic dimensions of the art of dance. *Prerequisite: permission of the instructor; one studio course in dance is recommended.*

**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.*

**210. Topics in Design and Technology for the Theatre** A course of study in dramatic production examining the collaborative relationship between designers and technicians in the major design and technical fields supporting theatre and dance production. Students will learn the work and craft of the designer as a visual artist complemented by experience with the tools and technologies which bring the designers' concepts to the stage. Two topics will be selected each semester from the fields of costuming, lighting, sceneography, stage properties production, and sound production. Basic design skills in drawing, drafting, painting, rendering, and model making will be augmented with experience in the shops and with the tools, techniques, and equipment by which abstract design concepts are brought to dramatic life. *Three hours of classroom and a two-hour laboratory per week. Offered every semester with rotating topics to be announced.*

**214. Topics in Dance and the Body** This course examines and applies theoretical and/or scientific study to the dancing body through experiential investigation, reading and lecture. *Prerequisite: Proficiency in ballet or modern dance at the intermediate level or permission of instructor.*

**220. Dance Repertory** 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. *NOTE: This course carries .5 credit (graded credit/no credit) and 1 PE block. Prerequisite: permission of the instructor based on an open audition process. Co-requisite: 200, or a dance technique course and/or participation in weekly Dance Theatre Group company class.*

**300. Movement and Text** 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: Acting 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.

**303. Advanced Acting** 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: 202, 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. *One-half course. Prerequisite: Permission of the instructor; 200, 204, 220 are recommended*

**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 210.*

**313. Theatre History Seminar** An intensive investigation of theatre in its various historical contexts within a seminar structure. Selected eras of Western Theatre are examined in depth, as are various non-western theatrical traditions. *Prerequisites: 101 or permission of instructor.*

**314. Topics in Dance** Advanced study in dance history or dance ethnology. *Prerequisite: 102 and 104.*

**316. Dance History Seminar** Focusing on the development of western theatrical dance, this course examines major artistic movements, choreographers, performers, and other influential figures in relation to historical and ideological contexts, with an emphasis on 20th and 21st century dance performance. Readings, video, live performance, and selected studio experiences will support the investigation of dance as an aesthetic and cultural phenomenon. *Prerequisite: 102. Offered every two years.*

**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. *Prerequisite: Senior major status.*

**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.*

## WOMEN'S STUDIES

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### FACULTY

Amy E. Farrell, Professor of American Studies and Women's Studies (on leave 2008-09)

Stephanie Gilmore, Assistant Professor of Women's Studies

### CONTRIBUTING FACULTY

Mara Donaldson, Professor of Religion (on leave 2008-09)

Susan M. Feldman, Professor of Philosophy, Chair (Fall 2008) (on leave Spring 2009)

Ashley P. Finley, Assistant Professor of Sociology (on leave 2008-09)

Ann M. Hill, Professor of Anthropology, Chair (Spring 2009)

Lynn R. Johnson, Assistant Professor of English

Ebru Kongar, Assistant Professor of Economics

Stephanie Larson, Professor of Political Science

Andrea B. Lieber, Associate Professor of Religion, Sophia Ava Asbell Chair in Judaic Studies

Rebecca Marquis, Assistant Professor of Spanish

Nancy C. Mellerski, Professor of French and Film Studies

Heather A. Merrill, Associate Professor of Anthropology and Geography

Robert D. Ness, Associate Professor of English

Sharon O'Brien, Professor of English and American Studies, James Hope Caldwell Professor of American Cultures

Jerry Philogene, Instructor in American Studies

Susan D. Rose, Professor of Sociology, Director of the Community Studies Center

Daniel Schubert, Associate Professor of Sociology  
Regina M. Sweeney, Associate Professor of History  
Karen J. Weinstein, Associate Professor of Anthropology

## MAJOR

Interested students should consult the department chairperson as quickly as possible to ensure the development of a coherent program of study.

All Women's Studies majors will take nine courses and one faculty-sponsored internship. The following are the required core courses: "Introduction to Women's Studies" (WOST 200); "Methods in Women's Studies" (WOST 250) OR an approved course in another department; "Topics in Women's Studies" (WOST 300); "Senior Seminar in Women's Studies" (WOST 400). Students must also take one course focusing on Feminist Perspectives: "History of American Feminism" (WOST 200) OR "Philosophy of Feminism" (WOST 210) OR "European Feminism" (WOST 230). Students also need to take one course on the Cross Cultural Study of Women: "Cross Cultural Perspectives on Gender" (WOST 217) OR "Biosocial Aspects of Female Sexuality" (WOST 218) OR "Geographies of Gender" (WOST 219) OR "Political Economy of the Family" (SOCI 224). Students must also take three electives.

In addition, all majors will participate in a faculty-sponsored internship related to the student's interest in Women's Studies. The academic advisor for the internship will be one of the contributing Women's Studies faculty; the academic component will apply some aspect of the history and theory of women's studies to the work experience.

Students must also develop, in consultation with the Women's Studies Advisor, a three course thematic, drawing from the above courses, focusing on some particular area of women's studies. Areas of concentration might include: Sexuality and Gender; Cross Cultural Study of Gender; Global Feminism; Diversity and Feminism; Feminist Perspectives on Literature; Race, Ethnicity and Gender; Class Issues and Gender; Gender and the Body.

Finally, graduating seniors are asked to write an evaluative essay explaining how the Women's Studies major has influenced them personally. In this essay, students explain how particular courses or groups of courses have illuminated new issues for them, and they discuss the ways they have participated in feminist activism such as through internships, student groups, extra-curricular activities, class presentations or conferences.

## MINOR

Students wishing to pursue a minor in Women's Studies should contact the department chairperson.

All Women's Studies minor students will take five courses and a faculty-sponsored internship. The courses include "Introduction to Women's Studies" (WOST 200); one course focusing on feminist perspectives ("History of American Feminism" - WOST 220 OR "Philosophy of Feminism" - WOST 210 OR "European Feminism" - WOST 230); one course on the cross-cultural study of women ("Cross-Cultural Perspectives on Gender" - WOST 217 OR "Biosocial Aspects of Female Sexuality" - WOST 218 OR "Geographies of Gender" - WOST 219 OR "Political Economy of the Family" - SOCI 224); and two electives. In addition, all minors will participate in a faculty-sponsored internship (WOST 763) related to the student's interest in Women's Studies. The academic advisor for the internship will be one of the contributing Women's Studies faculty; the academic component will apply some aspect of the history and theory of women's studies to the work experience.

## SUGGESTED FOUR YEAR PROGRAM

First and Second Years: Introduction to Women's Studies - WOST 200; Methods in Women's Studies - WOST 250; a course on feminism; a course on cross-cultural study of feminism; one or two electives

Third Year: WOST 300; one or two electives; possible internship; possible study abroad

Fourth Year: WOST 400; internship and/or elective as needed

The Department encourages study abroad. Early planning makes this more possible. The required internship (WOST 763) may be done while abroad.

## HONORS IN THE MAJOR

A student pursuing honors must enroll for a one semester, independent study that will culminate in a well-researched, sophisticated, and clearly written thesis ranging from 50-75 pages. Students can self-nominate, but will be officially selected based on performance in the Senior Seminar, especially the research paper, which must show strong potential for further development toward a thesis. The selection is also based on the department faculty's assessment of the student's academic ability and potential for successfully completing the project. Once accepted, the student will work closely with one advisor but will receive guidance and resources from other members of the department. The project must be completed by two weeks prior to the last class day in the spring semester of the senior year, so that the professor and students have time to prepare for an oral defense. The committee will be comprised of two department faculty members and a third faculty member who contributes to Women's Studies. Only the best projects will be granted Honors, but any student who completes the project will receive credit for the one semester of independent study.

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.

## INTERNSHIPS

All majors will participate in a faculty-sponsored internship (WOST 763) related to the student's interest in Women's Studies. The academic advisor for the internship will be one of the Women's Studies faculty or contributing faculty; the academic component will apply some aspect of the history and theory of women's studies to the work experience. Internships may be done while abroad.

## COURSES

**101. Topics in Women's Studies** This course will focus on specific topics within women's studies in the humanities, such as women and literature; women and the arts; women's voices across culture. *This course will fulfill either a Division I.a. or a Division I.b. distribution requirement, depending upon topic.*

**102. Topics in Women's Studies** This course will focus on specific topics within women's studies in the social sciences, such as girlhood and adolescence, women and popular culture; coming of age from cross-cultural perspectives; women and diversity; women and work. *This course will fulfill the Division II distribution requirement.*

**135. Psychology of Women and Gender** *See course description with PSYC 135 listing.*

**200. Introduction to Women's Studies** This is an interdisciplinary course, integrating literature, economics, sociology, psychology, history, anthropology, and geography. The focus will be primarily on the representation and experience of women, with attention to issues like gender roles, the family, work, sexuality, race, class, and feminism. *This course will fulfill the Division II distribution requirement. Prerequisite: one semester of college study, with preference given to sophomores.*

**201. Topics in Women's Studies** This course will focus on specific topics within women's studies in the humanities, such as women and literature, women and the arts, women's voices across culture.

**202. Topics in Women's Studies** This course will focus on specific topics within women's studies in the social sciences, such as girlhood and adolescence; food, gender, and dieting; women and popular culture; women and diversity; women and work.

**210. Philosophy of Feminism** *See course description with PHIL 210 listing.*

**217. Cross-Cultural Perspectives on Gender** *See course description with ANTH 217 listing. Offered every other year.*

**218. Bio-Social Aspects of Female Sexuality** *See course description with ANTH 218 listing. Offered every other year.*

**219. Gender, Space and Identity** *See course description with ANTH 219 listing. Offered every other year.*

**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. *Prerequisite: One course in Women's Studies or history or permission of the instructor.*

**230. European Feminism** Studies in the history of European feminist movements, their political and cultural expressions, and how they interconnect with other contemporary social and cultural movements in Europe and the U.S.A. *Prerequisite: WOST 200 or permission of the instructor.*

**250. Methods in Women's Studies** This course will provide an intensive workshop introducing students to a range of methods and theories drawn from different disciplines for the study of gender and women's lives. Students will return to these methods and theories in greater depth in 400. *Prerequisite (or corequisite): 200.*

**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 and as well as secondary sources such as biographies and anthropological studies. *This course is cross-listed as HIST 278. Offered every two years.*

**300. Topics in Women's Studies** This course will focus on specialized topics within Women's Studies, such as women and creativity; women and film; health issues for women; global feminism; and feminist theologies. *Prerequisite: one Women's Studies course.*

**305. Gender and Sexual Identities** *See course description with PSYC 435 listing. Prerequisites: PSYC 202 or WOST 250, or permission of the instructor.*

**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 HIST 374. Offered every two years.*

**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. *This course is cross-listed as HIST 377. Offered every two or three years.*

**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. *This course is cross-listed as HIST 378. Offered every two or three years.*

**400. Senior Seminar in Women's Studies** All topics will draw upon the knowledge of the history and theories of feminism and will be interdisciplinary in nature. *Prerequisite: WOST 200, or permission of the instructor.*



## SPECIAL APPROACHES TO STUDY

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- Tutorial Study
- Independent Study and Research
- Candidacy for Honors in the Major
- Integrated Independent Study/Research
- Foreign Language Integration Option
- Special Majors

Independent research and study, internships, special majors, and tutorial study 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.

### 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 Committee on Academic Program and 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 Committee on Academic Program and Standards. Sophomores may undertake one independent study or research course and may, with the support of the student's academic advisor, petition the Committee on Academic Program and 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 Committee on Academic Program and 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 Committee on Academic Program and 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 Committee on Academic Program and Standards.

**Candidacy for Honors in the Major** Students participating in the independent research program described above shall be eligible to be voted honors in the major on the completion of the program. In assessing each candidate, the departments may conduct comprehensive examinations or may invite outside examiners. If, in the judgment of the department, a candidate meets the standards for graduation with honors, the project shall be so designated.

**Honors in the Major** Honors in the major are conferred at graduation upon students who meet the departmental standards for graduation with honors. Honors are achieved through independent research and study in the department.

**Integrated Independent Study and/or Independent Research for Juniors and Seniors** This provision allows a student, with the guidance of his or her major department and any supporting departments, to plan an entire program either for the last two years of study or for the senior year. The program, which must be approved by the Committee on Academic Program and Standards, may combine independent study, independent research, and course participation. Work under the program normally proceeds without grade, but, upon the student's completing the plan, the supervising department will prepare a precise description of the work accomplished and an evaluation of its quality which will become part of the student's permanent record.

## 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 exam-

inations. 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** The Dickinson College faculty represents in its members a diverse set of interests and perspectives that provides a considerable resource for those students who would like to develop a major around concerns that do not fall into traditional disciplinary areas. The option of a self-developed major is available to students who desire a somewhat different field of concentration which, although a recognized field of learning and relevant to the liberal arts, is not substantially addressed by any one department. Recent self-developed majors have included sustainable resource management, Latin American cultural and literary studies, and black studies.

A student contemplating a self-developed major should prepare a proposal which includes those courses relevant to the topic and seek the written endorsement of four faculty members for the proposed major which consists of ten or more courses. The supporting faculty secure the advice of chairmen of those departments in which the student contemplates course work for concentration.

The student must present this validated proposal to the Committee on Academic Program and Standards for approval. The student in this program works closely with an appointed advisor. Changes desired in this program are submitted with the approval of the advisor in written form to the subcommittee for final approval. Under ordinary circumstances, a student accepted in a self-developed major may not apply any of the approved courses toward the completion of a departmental major or minor.

Upon the completion of every semester, each student involved in the self-developed major submits to the subcommittee (with a copy to the advisor) an evaluation statement of progress and commitment to the major as a whole, experience in individual courses, and work with the advisor. The advisor submits to the subcommittee, 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).

## GLOBAL EDUCATION

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### STUDY ABROAD

In an era characterized by increasing worldwide interdependence, the college recognizes its responsibility to maximize global perspectives in its educational programs so that students may gain the international understanding necessary to be informed citizens and world leaders. On-campus, many courses have an international focus. In addition, global perspectives and intercultural sensitivities are stressed in the comparative civilizations program; the program in foreign languages, with its required level of proficiency and emphases on literature and culture; double majors that combine language skills with study in other disciplines; and interdisciplinary area study programs in Western Europe, East Asia, Latin America, and Russia.

The college also encourages its students to investigate the appropriateness of study abroad to their educational objectives. When carefully planned in advance and integrated with a student's on-campus academic program, study abroad can be an integral part of the liberal arts experience, providing cultural enrichment, personal development, and intellectual challenge. Dickinson boasts an exceptionally high study abroad participation rate, the highest in Pennsylvania. Well over half of its students study abroad, over a third for a full academic year.

The Office of Global Education oversees the college's study-abroad programs. Approval for participa-

tion in Dickinson, Dickinson Partner, and non-Dickinson study programs is granted only after careful screening and selection processes. Successful applicants must demonstrate strong academic preparation, one common measure of which is a GPA at or above the college average, and the ability to articulate clearly-formulated goals for their chosen program of study off campus. Student disciplinary records are also considered when evaluating suitability for study abroad.

The college sponsors fourteen high-quality programs for off-campus study during an academic year or a semester, as well as a number of summer programs. These Dickinson programs maintain the college's academic standards while integrating study abroad with many of the major programs in the humanities, social sciences, and natural and mathematical sciences. A limited number of additional study abroad possibilities is available for highly qualified students through programs with which the college is affiliated. To learn more about all of these offerings, consult the college's Global Education Web site describing each Dickinson program. Financial aid for eligible Dickinson students is available for Dickinson programs and Dickinson Partner programs.

Dickinson College is the editorial seat of *Frontiers: the Interdisciplinary Journal of Study Abroad*, a peer-reviewed academic journal focusing on substantive issues in the field of international education. *Frontiers'* research interests include the development of students in international and intercultural contexts, learning outcomes assessment, and interdisciplinary reflection on the history and meaning of the study abroad experience. *Frontiers* publishes two volumes per year and is sponsored by a consortium of 24 colleges and universities.

Dickinson College is the strategic partner of The Forum on Education Abroad, which is located on the Dickinson campus. The Forum is the only organization whose exclusive purpose is to serve the field of education abroad, and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad. The Forum's Standards of Good Practice are recognized as the definitive means by which the quality of education abroad programs may be assessed, and its Quality Improvement Program for Education Abroad (QUIP) uses the Standards as part of a rigorous self-study and peer review quality assurance program that is available to all Forum institutional members.

Forum members include over 300 U.S. colleges and universities, provider organizations, overseas institutions, consortia, and affiliates involved in education abroad. Together the membership represents approximately 80% of the U.S. students that study abroad.

## DICKINSON ACADEMIC-YEAR AND SEMESTER PROGRAMS

**The Dickinson Program in Beijing, China**, located at Peking University of China in Beijing, provides an academic year or a fall semester of intensive study of Chinese language (Mandarin) at all levels. Chinese culture is explored through individualized independent study on topics of interest in contemporary China, as well as through optional courses such as calligraphy and Chinese painting. Limited opportunities for internships are available. Students may choose a home stay with a Chinese family or live in an international students' dormitory on campus in northwest Beijing near other universities, markets, and well-known historic sites. Two years of college Mandarin is required for admission.

**The K. Robert Nilsson Center for European Studies in Bologna, Italy** offers a full year program of courses in European history and politics, international studies, history of European political and social thought, international economics, Italian art, and Italian language. A unique offering is the Bologna Practicum. (See Interdisciplinary Studies in the Courses of Study section.) Courses are taught in English by the Dickinson director, by faculty from Italian universities and by faculty from the Johns Hopkins School of Advanced International Studies. Qualified students may follow courses at the University of Bologna, which was founded in 1155 and is the oldest university in Europe. No particular major is a prerequisite. All participants will be required to take a month-long, intensive Italian language course prior to the beginning of the fall semester.

**The Dickinson Program in Bremen, Germany**, open to students from all areas of the liberal arts who have a good mastery of the German language, is an academic year or spring semester program at the University of Bremen in Germany. Students enroll in one required Dickinson course taught by the resident director and take the rest of their courses at the University of Bremen. All course work is conducted in German. Limited opportunities for internships are available. Participants are fully integrated into university life at Bremen and have use of all university facilities.

**The Dickinson Program in Málaga, Spain** attracts students interested in all areas of the liberal arts who have a good mastery of Spanish, normally indicated by the completion of a course in Spanish conversation and composition. Spanish 231, Spanish Composition, is a prerequisite. The curriculum includes courses taught by the Dickinson director, courses organized and taught by faculty from the University of Málaga especially for the Dickinson program (see specific course offerings listed under the Spanish department), and regular courses at the Facultad del Filosofía y Letras of the University of Málaga. All course work is in Spanish. Students live and take all meals in local Spanish residences. Students may apply for academic year or spring-semester study in Málaga.

**The Dickinson Program in Moscow, Russia** is based at the Russian State University for the Humanities. Dickinson students from all academic majors who have strong preparation in Russian concentrate on courses in advanced Russian language and culture for an academic year or semester. Housing is with Russian families located throughout Moscow. Opportunities for travel, including field trips and excursions to cultural, historic and educational sites in and outside of Moscow, are an important aspect of the program.

**The Dickinson Program in Nagoya, Japan** is offered in cooperation with the Center for Japanese Studies at Nanzan University in Nagoya, Japan. Participants enroll for a semester or the full year in the Center's Japanese language courses and in courses on Japanese culture and civilization taught in English in a variety of disciplines, including history, literature, economics, political science, international studies, and art. Participants are normally housed with Japanese families.

**The Dickinson Humanities Program in Norwich, England**, in cooperation with the University of East Anglia, offers a full academic year abroad from late August to late June for students desiring to pursue disciplinary and interdisciplinary studies in the humanities and the social sciences. Using the exceptional resources of the cities of London and Norwich, the program begins in London with an intensive one-month seminar in the humanities taught by the Dickinson director. Moving to Norwich in late September, students continue their special study of the humanities through a second seminar-style course and take the remainder of their course work at the University of East Anglia, where they enroll in a wide variety of courses in areas such as literature, drama, history of art, history, music, archaeology, philosophy, American studies, economics, and politics. In Norwich, students live in university residence halls in order to integrate themselves fully into British university life.

**The Dickinson Science Program in Norwich, England** encourages qualified Dickinson science students in biology, chemistry, environmental science, geology, mathematics, psychology, and computer science to spend the academic year or a semester at one of the University of East Anglia's well-known Science Schools. Participants gain invaluable academic experience and insight from high-quality teaching utilizing the latest technology and scientific equipment in well-equipped laboratories. Cross-registration in non-science courses is also possible. Students live in single rooms in residential accommodations on the main campus and are fully integrated into the social and intellectual life of the university. Internships are possible during the year-long program.

**The Dickinson Science Program in Brisbane, Australia** provides students in biology, chemistry, computer science, environmental science, mathematics, and psychology the opportunity to study for a semester or an academic year. The University of Queensland is one of Australia's leading universities, with an international reputation for high-quality teaching and research. Dickinson students are integrated fully into academic and campus life. This program is intended primarily for science majors; other majors may be admitted on a space available basis.

**The Dickinson Program in Querétaro, Mexico** is a spring semester option available to students from all areas of the liberal arts who have completed at least Spanish 231, Spanish Composition. Students enroll in one required Dickinson course, Latin American Studies 202, taught by selected faculty of the Universidad Autonoma de Querétaro, and take classes in a variety of disciplines (such as literature, sociology, biology, anthropology, and business) at the Universidad Autonoma de Querétaro. In addition, there are opportunities for field experiences with local industries. All course work is conducted in Spanish. Participants are fully integrated into Mexican university life and have use of all university facilities. Students live and take their meals with local families. Opportunities for travel, including official excursions to important neighboring cities and archaeological sites, are an important aspect of the program.

**The Dickinson Program in Seoul, Korea** offers students interested in a Pacific Rim experience a semester or year of study at Yonsei University. Participants without a strong command of Korean language enroll in the Division of International Education, which offers a wide variety of courses in East Asian Studies and International Relations and Business, taught in English. Students qualified in Korean may take courses offered by other divisions of the University. Yonsei University, the oldest university in Korea, has a large, quiet campus in the middle of Seoul, only twenty minutes from the centers of government, business, and culture. Students are normally housed in the International Dormitory.

**The Dickinson Study Center in Toulouse, France** draws students from all areas of the liberal arts who have a good mastery of the French language and have completed French 236, Introduction to Cultural Analysis, or its equivalent. The program offers integrated study in French language, literature and society, intercultural communication, and art. (See specific course offerings listed under the French department offerings). In addition, students may enroll directly in courses offered at the University of Toulouse in subjects in the humanities, social sciences, and mathematics. Internships in both the public and private sectors in the Toulouse area are also available. All course work is conducted in French. Participants are housed with French families in the Toulouse area. Students apply for the academic year or for the semester.

**The Dickinson Program in Yaoundé, Cameroon** gives Dickinson students the opportunity to spend the spring semester studying at the University of Yaoundé, choosing from a wide variety of courses in African culture and history, as well as traditional offerings across several academic disciplines, taught in English. Individualized tutorials supplement classroom lectures. Students with sufficient command of French may also take Francophone course work. Students live in an apartment leased by the program or with Cameroonian host families. Yaoundé, the capital of Cameroon, provides unlimited opportunities for cultural integration.

**The Dickinson Program at Baruch College in New York City** is a spring semester program that provides students the opportunity (a) to take two courses at the Zicklin School of Business of Baruch College; and (b) to earn two academic credits through an independent study that involves hands-on experience in a professional setting and field research. The program is intended for declared International Business & Management majors with a cumulative GPA of at least 3.4 who will be served adequately by its academic offerings.

## DICKINSON SUMMER PROGRAMS

Dickinson Language Immersion Programs were initiated in 1984 with support from the National Endowment for the Humanities. Programs are offered at the following locations: Bologna, Italy; Bremen, Germany; Málaga, Spain; Moscow, Russia; and Toulouse, France. Directed by faculty members from the college's modern language departments, each program is designed to encourage students who have completed the intermediate level to refine their language fluency by spending a month in a country in which the language is spoken. In addition to increasing oral proficiency through sustained use of the foreign language in and out of the classroom, students receive a first-hand introduction to the culture through formal instruction and day-to-day experience.

Thematic programs are also offered each summer; course topics vary from year to year. Past thematic programs have included “The China Practicum” in Beijing, China; “China Rising: Regional Dynamics in an Emerging Superpower” in Hong Kong and Shanghai, China; fieldwork in classical archaeology in Mycenae, Greece; “The Japan Practicum” in Nagoya, Japan; “Jewish Culture and Intellectual Life in Germany” in Berlin, Germany; summer humanities programs in London, England; studio arts programs in Toulouse, France; and a physics program in Bremen, Germany.

## **DICKINSON-PARTNER PROGRAMS**

Through special agreements with foreign institutions and study abroad organizations, Dickinson students have the following additional opportunities available to them.

**The University of Durham in England** offers students in classical archaeology the opportunity to study for an academic year within one of the world’s leading archaeology programs. Students are integrated fully into the academic and campus life of the University.

**The Hebrew University of Jerusalem** offers a full range of Judaic, Israel, and Middle East studies in such fields as political science, international relations, history, religion, literature, philosophy, and archaeology. A variety of courses are also offered in gender studies, sociology, science, and psychology. Ulpan, an intensive Hebrew language course, is also available to facilitate students’ access to Israeli society and culture. (*This program has been indefinitely suspended.*)

**The School for Field Studies** Programs offer study and fieldwork in conservation biology and related subject areas. Full-semester programs are located at permanent Centers for Sustainable Development Studies in Costa Rica, Tropical Rainforest Management Studies in Australia, Wildlife Management Studies in Kenya, Marine Resource Management Studies in Turks and Caicos, and Conserving Marine Mammals and Coastal Ecosystems in Mexico. Students live and work at the site, attend classes taught by regular academic staff, and participate in cooperative and independent field research.

**The CIEE Program in São Paulo, Brazil**, located at the Catholic University, is intended for students with at least two years of college-level Spanish or one year of Portuguese (or the equivalent). Students have access there to a full range of courses in Latin American studies, social sciences, and culture and literature. All classes are taught in Portuguese. Enrollment at the university is preceded by an intensive five-week language and culture program and orientation. Housing is with home stay families screened by CIEE staff.

**The CIEE Program in Hyderabad, India**, through a cooperative arrangement with the University of Hyderabad, offers students the opportunity to take courses in anthropology, art/art history, business and management, cinema/film studies, communications, computer science, dance/drama, geography, Hindi language, history, linguistics, literature, political science, religion and theology, Urdu language and Tegulu language. Students take a required Hindi language course organized by the program and direct enroll for the remainder of their course load. Enrollment at the university is preceded by an intensive orientation and introduction to the culture via an experiential program. Housing is with home stay families screened by CIEE staff or in the international dormitory.

**The Intercollegiate Center for Classical Studies in Rome** offers majors in Latin or Greek, or other students especially interested in classical antiquity, the opportunity to spend one or two semesters at the Intercollegiate Center for Classical Studies in Rome. Classes in Roman archaeology/history, art history, Italian, Latin language and literature, and Greek language allow the student to develop a full program of study. Field trips to the Etruscan north and the Naples area are part of every semester’s work. The Dickinson classics department manages the Christopher Lee Roberts Scholarship which may be used for a semester at the center.

**The Washington Center (TWC) in Washington, DC**, provides students with the opportunity to participate in an internship program for either the fall or spring semester. Dickinson was chosen “College



of the Year” by the Washington Center in 2004 for its support of students in the program. Students are strongly encouraged to combine this semester internship experience with an additional semester in a Dickinson study abroad program. TWC offers experiential learning within an academic structure in order to encourage academic, civic, professional and personal development. TWC’s unique format includes a 4 1/2 day-per-week internship, an academic course held once a week and an independent study supervised by a Dickinson College professor. In addition, students attend a presidential lecture series, a congressional breakfast series and may take advantage of many other opportunities such as tours, discussions and social and cultural activities.

**The Jewish Theological Seminary/List College (JTS)** program enables Judaic studies majors and minors to spend the spring semester of their junior year in New York City. The diversity of Jewish religious and cultural life in New York City will give students the opportunity to explore varieties of contemporary Jewish experience. These students have the opportunity to achieve proficiency in Hebrew and be provided the unique opportunity to take a variety of courses with renowned professors in the field. Furthermore, students at JTS/List have access to internships at New York based organizations such as the Jewish Museum, Mayan: the Jewish Women’s Project and Jews for Racial and Economic Justice (JFREJ), among others.

**The American University in Cairo, Egypt** program provides an opportunity for Dickinson students who are studying Arabic, and who are pursuing studies in the history and cultures of the Middle East, to spend a fall or spring semester or a full academic year studying abroad in the Arab world. The range of courses offered includes Arabic language, Arab-Islamic civilization, Arabic literature, classical/medieval Islamic history, Islamic art and architecture, Islamic studies, and Middle East studies, along with other courses in the humanities, social sciences, business, and management. All courses are taught in English. Students live in American University in Cairo residence halls or in apartments in the city.

**The IES (International Education of Students) Program in Buenos Aires, Argentina** operates from three universities in Buenos Aires: Universidad de Buenos Aires, Academia Dante Alighieri, and Universidad Torcuato Di Tella. A variety of courses are offered in the following areas: Argentine and Latin American literature, art, architecture and design, theatre, dance, film, humanities, social sciences, and international business. Credit-bearing internships are offered in arts, business, education, government, human rights, and public health. Students can take one or two courses at IES, depending on their language skills and needs, and two or three other courses at any of the partner universities. Provided that they command the language sufficiently, students can also choose to take a full course load with Argentine students. The program offers field trips to Chascomús, Colonia (Uruguay), La Rioja, Salta, and Tierra del Fuego. Housing is with homestay families.

## NON-DICKINSON PROGRAMS

Students may be able to enroll directly in a foreign university, in specialized courses and institutes for foreigners at leading universities abroad, in internships overseas, or in U.S. college-sponsored overseas programs designed to meet the needs of American students. Students must apply to study abroad on a non-Dickinson Program by satisfying the necessary requirements, including demonstrating that their academic needs cannot be met by a Dickinson or Dickinson Partner Program. In past years, Dickinson students have studied for an academic year, a semester, or a summer in:

Argentina	Costa Rica	France
Australia	Czech Republic	Germany
Austria	Denmark	Ghana
Bolivia	Dominican Republic	Greece
Brazil	Ecuador	Hong Kong
Canada	England	Hungary
Chile	Fiji	India

Ireland	Nepal	South Africa
Israel	New Zealand	Spain
Italy	People's Republic of China	Switzerland
Jamaica	Peru	Tanzania
Japan	Poland	Thailand
Kenya	Russia	Wales
Madagascar	Scotland	
Mexico	Singapore	

The Office of Global Education has more information on programs and procedures.

## STUDY IN OTHER INSTITUTIONS IN THE UNITED STATES

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An academic year, semester, summer, or January term of study at a specialized program or other college or university in the United States may be appropriate for some students with strong academic preparation and clearly-formulated educational goals. Like study abroad, this form of study off campus must be carefully planned and integrated with the student's on-campus academic program. Several institutions offer specialized learning opportunities and environments unavailable at Dickinson, utilizing unique resources that cannot be duplicated within the traditional on-campus classroom setting. Examples are programs that focus on topics and areas such as marine biology, the United Nations, urban studies, or American maritime studies.

Dickinson students have also taken advantage of guest student programs at major colleges and universities which permit students to enroll for a semester or the academic year in regular curricular offerings of the institution which are unavailable on the Dickinson campus. Dickinson students have recently studied elsewhere in the following academic areas: architecture, African-American studies, East-West comparative cultures, journalism, public communications, urban studies, archaeology, business, drama, ecology, studio art, and law.

The following pages present off-campus opportunities in the United States with which Dickinson is formally associated. Information on these and other specialized programs of study is available in the Office of Global Education, located in the Marc and Eva Stern Center for Global Education.

**South Asian Studies** By informal arrangement with the University of Pennsylvania, well-qualified, highly motivated Dickinson students may elect to spend a summer, a semester, or a full academic year (normally the senior year) studying in the Department of South Asian Studies at the University of Pennsylvania. Such election shall be contingent upon recommendation by the student's major department at Dickinson, approval of the director of global education, and acceptance by the department at the University of Pennsylvania. Seniors completing the requirements for the Bachelor of Arts degree at Dickinson who are in residence at the University of Pennsylvania during the entire senior year are exempt from the Dickinson senior residence requirements.

**Joint Baccalaureate and Law Degree Program** Students attending Dickinson have the opportunity to earn both a baccalaureate degree and a law degree through a joint Dickinson College/Penn State Dickinson School of Law program. This arrangement, also known as the 3-3 program, allows a student to begin law school during his or her senior year of college. To qualify for this program, Dickinson students need to complete all college degree requirements within three years (save for the final year's electives), attain a 3.5 cumulative grade point average (the top 10-15% of the class), and achieve a score on the LSAT (Law School Admissions Test) within the top 30% of all national test-takers. After one year of successful study at the Law School, students will earn their baccalaureate degree from the college. After two additional years of study at the Law School, the students will complete the law program and earn their JD degree.

Students interested in this program should consult the college's pre-law advisor and should be prepared to make application to the Law School no later than February 1 of their junior year.

**Binary Engineering Program** In the field of engineering, Dickinson College has a linkage program, the Binary Engineering Program, which enables Dickinson students to complete both a BS degree at Dickinson and a BS in engineering from the engineering school at the Rensselaer Polytechnic Institute or Case Western Reserve University. The student spends the first three years at Dickinson and the final two at the engineering school, leading to a BS degree from both schools. The liberal arts-engineering combination is particularly appealing to those students who like the liberal arts and seek an engineering degree within the broadest possible curriculum. The Dickinson student receives a generous background in pure science along with course offerings in the humanities and the social sciences.

**Direct Admission Agreement** William E. Simon Graduate School of Business Administration, University of Rochester Students complete their undergraduate program at Dickinson and begin admission to the MBA program immediately following graduation. Students will be nominated based on course work and academic achievement. To qualify for this program, Dickinson students must possess strong leadership potential and interest in graduate business education.

Students interested in this program should consult the college's pre-business advisor as early in their career as possible and should be prepared to make application by the beginning of the junior year. Nominations can occur as early as the beginning of the sophomore year at Dickinson.

**The Consortium Exchange Program (CPC)** Dickinson, Franklin and Marshall, and Gettysburg Colleges form the Central Pennsylvania Consortium. One of the advantages of this educational cooperative venture is that students have the opportunity to take courses at any member college. This program of exchange is encouraged because it allows for greater flexibility in a student's educational program.

The Office of the Registrar coordinates consortium exchange programs for students. The appropriate forms, catalogs, and other information are available there. Applications should be submitted to that office by April 15 for a fall semester, and November 15 for a spring semester.

Any Dickinson student who is approved by this college for study at Franklin and Marshall or Gettysburg College may take a course, several courses, a full semester, or a full year at the other college. Except for summer programs at the other colleges, the normal tuition fee is paid to Dickinson. No fees are paid to the other college except residence fees where appropriate. Grades, in addition to course credit, are transferred to Dickinson.

**Semester in Environmental Science at the Marine Biological Laboratory of the Woods Hole Oceanographic Institution** Dickinson is a charter member of a group of outstanding undergraduate colleges that offer their students the opportunity to spend a semester studying and conducting hands-on research in the field of aquatic and terrestrial ecology at one of the world's foremost research and teaching institutions. The Marine Biological Laboratory of the Woods Hole Oceanographic Institute, located on Cape Cod, Massachusetts, employs some of the most influential and best known marine scientists in the country. Dickinson students can spend a fall semester working closely with these distinguished men and women at a state-of-the-art marine research facility in a beautiful natural setting. Students take regular course work and electives while at Woods Hole, and they complete a research project and participate in a seminar on writing in the sciences.

# ACADEMIC RESOURCES

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## THE DICKINSON COLLEGE LIBRARY

Dickinson College possesses one of the finest liberal arts college libraries in the United States. Its main building, the Waidner-Spahr Library, was renovated in 1998 by Perry, Dean, Rogers of Boston and features over 125,000 square feet on three floors. It includes group study rooms, individual study carrels, electronic classrooms, and a wide variety of reading and study spaces. The library offers over 100 public computing workstations, connections to the campus network throughout the building, and a wireless computing network. The library's 26 librarians and support staff actively assist faculty and students through services such as reference assistance, in class instruction and individual consultations. The Dickinson College Library also operates several branch locations, most notably Physics, Chemistry and Biology.

The Dickinson College Library has a rich and balanced collection including over 500,000 bound volumes, 138,114 electronic books, 168,000 microforms, 25,000 audio-visual materials, and 1000 print journal subscriptions. In addition, the Library's Web site serves as a portal to thousands of online journals and more than 150 online indexes and databases, available to the Dickinson community both on campus and off, and to over 16,000 audio cds streaming online. The library's own holdings are supplemented by inter-library loan services and by PALCI, a network of Pennsylvania academic libraries that offers rapid access to over 20 million titles. These services are available at all times over the campus computer network.

Of particular note is the May Morris Room which houses the College Archives and Special Collections. Materials found here include rare books, college records, personal papers of past Dickinsonians, photographs, and historical artifacts. Nearly 2,000 books donated by John Dickinson in 1784 remain the foundation of the college library. Also worthy of mention are several pieces of scientific equipment once owned by Joseph Priestley, discoverer of oxygen, and a collection of 400 original letters signed by James Buchanan, Dickinson Class of 1809 and Fifteenth President of the United States. The library encourages college faculty in all disciplines to use these materials in classes and seminars. Students are also encouraged to explore these resources for items of personal interest and those that may support research projects. Similarly, the East Asian Studies Reading Room highlights the library's strong holdings in that area.

The Waidner-Spahr Library provides an array of study and technology spaces, many of which are intended to support collaborative study. The Reference Commons on the main floor includes twenty workstations (sixteen with scanners); often as many as four students can be found clustered around a single workstation. Group study rooms are available on all floors of the Library, some equipped for viewing dvds, videocassettes, and cable television. Two rooms have been recently enhanced with large monitors and computers.

The Waidner-Spahr Library houses the Information Commons (IC), a computing facility oriented to both individual and group use. The simple and open design of the facility reflects an intention to allow its use to evolve as naturally as possible over time. The Information Commons consists of the following elements:

**Open Computing Space** An open use space for individual computing consisting of 32 personal computers and scanners linked to a high volume laser printer as well as an information desk offering assistance to faculty and students.

**The Alden Collaborative Learning Space** Named in honor of the Alden Foundation, which funded the creation of the IC, the Alden Room consists of six personal computers with large scale monitors residing on custom built furniture. The Alden Room seamlessly serves two functions. First, it serves as an electronic classroom that is uniquely suited to student-faculty interaction. Second, it becomes when it

is not in use for instruction an open use space for student computing that is particularly suited to group projects.

**The Information Commons Classroom** The IC Classroom consists of 18 personal computers and an instructor workstation. The design of the room accommodates flexible student-faculty interaction and a range of instructional uses.

The Dickinson College Library's facilities, collections and services reflect the college's rich history, commitment to a diverse liberal arts curriculum, and engagement with emerging forms of scholarship based on digital technologies.

## LIBRARY AND INFORMATION SERVICES

The Division of Library and Information Services (LIS) supports all information systems on campus, including academic and administrative computing, access to the Internet, telephone and cell phone service, and the campus cable television network. Organized into five departments, LIS staff reside in the Waidner-Spahr Library, South College, and Bosler Hall.

**Network Services:** LIS staff supports PC and Macintosh systems. Students are encouraged to bring their own personal computers to campus. All students owning computers that meet minimum requirements may connect to the campus network. Windows XP and Mac OS X are our preferred operating systems. Windows ME and Vista and Mac OS can also be used on the network. Whether or not you have your own computer, you will be assigned an email account which you may continue to use even after you graduate from Dickinson. You can check your email from many locations on campus and from anywhere in the world over the Internet. Network storage is provided for each student. You may create your own personal Web pages on the college web server. Microsoft Office is the standard solution for college staff and administrators.

**Computing Facilities:** In addition to the Information Commons, the HUB Microroom, Bosler Microroom, and A.V. Davis Language Lab serve to meet the computing needs of the campus community. A number of Internet Kiosks provide rapid access to email and other services. The college also supports over 75 Smart Classrooms equipped with workstations, data projectors and network connections for class use.

**Campus Network:** The campus is completely networked. Dorm rooms have a network connection for each student assigned to that room. There are also connections for student laptops in the Waidner-Spahr Library, some classrooms, Union Station, and the Underground. The campus network is connected to the Internet over a 50 meg connection.

**Wireless Access:** The campus computer network may be accessed by users with laptop and other computing devices equipped with 802.11b or g cards in the Waidner-Spahr Library, the Holland Union Building, the Quarry, Tome Hall, the Rector Science Campus, Britton Plaza, and Dickinson Walk. LIS plans to extend the campus wireless network to the entire campus within three years.

**Dickinson Gateway:** The Dickinson Gateway serves as a Web based portal to campus information services. Using a single login and password, users may seamlessly access a wide range of services, including email, the Blackboard course management system, the Banner student system, and dozens of specialized information channels selected by users to meet their individual needs.

**Help Desk:** Assistance with computing is obtained by sending an e-mail message to [helpdesk@dickinson.edu](mailto:helpdesk@dickinson.edu) or by calling the Help Desk at extension 1000. Student computer consultants provide help in the "micro labs." Information Technology also offers short seminars, in-class sessions, and online documentation in using supported software and hardware.

**Academic Technology Services:** Academic Technology supports teaching and learning through an array of services. From the design and production of instructional materials to internal use of the Web, to lan-

guage technology, to training sessions, and from telecommunications to digital imaging and multimedia. In Bosler Hall LIS staff provide audio and video services (origination, editing, and duplication), graphic services (digital scanning, editing, printing and slide making, 35mm slide production), and a variety of related services. Bosler also houses a screening room, video editing stations for class use, a small TV studio, graphics workstations, and stations for collaborative work and training.

**Policies:** Use of the college's computing facilities is open to all students and staff. Incoming students are automatically assigned email accounts which remain available for use after graduation. Students have unlimited access to the network as described in the college's acceptable use policy. The policy may be found on the LIS Web site.

**Governance:** The All College Committee on Information Technology and Services advises LIS on its services and plans. Composed of faculty, students and staff, the committee ensures that ongoing investments in information technology remain aligned with the Dickinson College Strategic Plan and the needs of the campus community.

### THE WRITING PROGRAM

At Dickinson, writing is taught across the curriculum, in all departments, at all levels. The Writing Program ensures that students graduate with the writing skills they need to be productive citizens in personal, professional, and civic endeavors. The program includes three basic pedagogical components: the First-Year Seminar, the writing intensive course (WR), and writing in the major. In the first-year seminars, students are given extensive practice and instruction in writing, which will serve them well in the rest of their academic career. WR courses are offered across the curriculum and emphasize mid-process feedback so that students have a chance to make rhetorical and stylistic improvements in their work while it is still in the drafting stage. Students also typically write extensively in the major, particularly at the senior level. The Writing Center can assist students at any level and at any stage in the writing process.

### THE NORMAN W. EBERLY WRITING CENTER

The Norman W. Eberly Writing Center, located in the Waidner-Spahr Library, is a resource to assist students in all courses from First-Year Seminar to senior seminar. Writing Center consultants are Dickinson students trained to be critical and sympathetic readers of writing in progress. They help students see their writing from a fresh perspective and assist them in the process of revising and improving their writing. In one-on-one conferences, consultants work with students to examine the requirements of an assignment; analyze a paper's thesis, organization, argument, and evidence; and recognize the importance of appropriate style, tone and diction. Consultants are available to work with all students on a walk-in basis and with particular students in courses that emphasize writing as an essential aspect of learning. More information about the Eberly Writing Center and online resources for writers can be found at the writing center Web site.

### CAMPUS MEDIA

*The Dickinsonian* was founded in 1872 and is published weekly throughout the academic year. The student staff publishes each issue under the guidance of an elected student editorial board. *The Dickinsonian* is advised by a journalism faculty member and the Director of Student Activities.

WDCV (88.3 FM), the college radio station, broadcasts daily from 8:00 a.m. to 2:00 a.m., as well as through the Web site [www.wdcvfm.com](http://www.wdcvfm.com). The local broadcast radius is approximately 15 miles. Musical programming in a wide variety of genres, sports broadcasting, news and public affairs programming are provided by students, faculty and administrators of the college, as well as by Carlisle community members.

*The Dickinson Review*, a national literary magazine, and *The Bonfire*, an all-student literary magazine, are published annually by the Belles Lettres Society. See also the co-curricular program in the English department listing.

*The Microcosm*, the college yearbook.

*The Square*, an alternative monthly publication.

## THE COMMUNITY STUDIES CENTER

The Community Studies Center is a locus of interdisciplinary strength at Dickinson. Fostering hands-on learning in the social sciences and humanities, the center supports ongoing student-faculty research in American Studies, anthropology, economics, education, environmental studies, history, psychology, and sociology. The center also functions as a repository for the many concrete products of student-faculty fieldwork: taped interviews, surveys, videotapes, and transcripts.

Dickinson students have done significant empirical research in diverse communities and environments through the center. In addition to work done in local communities (Carlisle, Steelton, Adams County) students have done ethnographic fieldwork, oral history, and policy research in a remote Chinese village; a Cuban Arts community; Patagonia, Argentina; Cameroon; Mexico; Tanzania; and Montserrat. With faculty, students often present their findings at professional conferences and co-author articles; students find these research experiences very helpful for going on to graduate school and into careers in policy research, law, education, business, social work, medicine, journalism, psychology, and the media.

Researchers affiliated with the center have just completed a State funded project on hypertension, carried out with partners University of Pennsylvania Medical School and Cheney University. This \$4.8 million grant provided unprecedented research opportunities in health care and policy for our students. The center also worked with our Environment Science Department on a Luce Foundation funded four-year project on the Chesapeake and Mississippi watersheds. During the 2008-09 academic year, students will be participating in the Comparative Black Liberations Mosaic that will engage students in field work and archival research in South Africa and the Mississippi Delta. They will study the connections between the U.S. Civil Rights Movement and the anti-apartheid movement. The second Venezuela Mosaic will focus on comparative agro-sustainability movements in Venezuela and the U.S. Planning has begun for the South Asian Diaspora Mosaic in Central Pennsylvania with a research trip to India (spring 2009) and a third Mexican Migration Mosaic (fall 2009). The CSC also sponsors faculty development in oral history and analyzing qualitative data. The Community Studies Center Web site gives a fuller picture of all of the activities of the Center.

## THE TROUT GALLERY

The Trout Gallery is the fine arts museum at Dickinson College. Founded in 1983 and located in the Emil R. Weiss Center for the Arts, the museum serves as an interdisciplinary resource for the research, study, and enjoyment of the visual arts. Through its permanent collection, temporary exhibitions, outreach programs, and publications the museum serves members of Dickinson College, the Carlisle-Harrisburg region, and the greater public community.

The museum's collections include artifacts from a wide range of geographic regions and historic periods. Highlights from the more than 5,000 works include bronze statues by Henry Moore and Auguste Rodin, paintings by Rembrandt Peale and Andrew Wyeth, an important collection of west African masks and sculpture, and large corpus of nineteenth-and twentieth-century works on paper.

As a complement to displays of The Trout Gallery's permanent collection, the museum organizes important temporary exhibitions, several of which are accompanied by scholarly publications. They include: *A Kiowa's Odyssey: A Sketchbook from Fort Marion*; *Grace Hartigan: Painting Art History*; *Visions of Home*:



*American Impressionist Images of Suburban Leisure and Country Comfort; Writing on Hands: Memory and Knowledge in Early Modern Europe.* The museum also hosts traveling exhibitions which have featured the works of Jim Dine, the Hudson River School, Francisco Goya, Rembrandt van Rijn, and Albrecht Dürer. The museum also organizes scholarly symposia and publishes the papers from such events including: *Within the Landscape: Essays on Nineteenth-Century American Art and Culture.*

The Trout Gallery Outreach Program creates and delivers educational programs to the area schools and adult groups. Its curators develop programs with area teachers and administrators to provide activities and workshops to meet the various local and regional curriculum needs. The Trout Gallery provides similar services to local GED programs, colleges, and community organizations.

The Trout Gallery enjoys a close relationship with the Department of Art and Art History at Dickinson College and offers senior art history majors the opportunity to curate exhibitions for The Trout Gallery. Likewise, The Trout Gallery provides senior studio majors with the opportunity to mount a juried exhibition of their work each spring. The Trout Gallery also provides leading students in the art and art history program with internships in the museum, where they develop and refine skills necessary for working in a museum profession.

## OBSERVATORY

The Michael L. Britton Memorial Observatory, on top of the conical structure adjacent to the Tome Scientific Building, consists of a 24-inch Ritchey-Chrétien telescope with an Apogee AP7 512 x 512 charge-coupled device (CCD) camera. The CCD comes equipped with UBVRI filters and is used for imaging and multicolor photometry of variable stars and asteroids. The telescope supports student/faculty research and gathers synoptic observations that can provide data for student projects.

Dickinson students also have access to Lowell Observatory's 31-inch telescope through the National Undergraduate Research Observatory Consortium, of which Dickinson is a charter member. Located near Flagstaff, Arizona, the Lowell 31-inch is equipped with a large format CCD camera.

## PLANETARIUM

The Charles M. Kanev Planetarium in the Tome Scientific Building is equipped with a computer controlled Spitz System 1024 projector. Planetarium programs are produced with substantial work study student participation for the college community, local schools and the general public. Show content engages the physical universe, while reflecting global fascination with the heavens above. Topics include the seasonal appearance of the sky and cover the attempts of humankind to understand the universe surrounding them from prehistoric megaliths aligned to the heavens to the latest gleanings from space technology about the structure and evolution of planets, stars, galaxies and the universe itself. Recent shows have included "Winter Wonderland" and "Celtic Mysteries."

## LANGUAGE HOUSES

The departments of Spanish and Portuguese and Italian sponsor language houses (Casa Hispánica and the Italian House) in which interested students may apply to live. Residents speak the language of the house. The departments of French and German have collaborated with the Office of Global Education to form the Global Community House. The Global Community House is a residence of French speakers, German speakers, East-Asian studies majors, international students, and students interested in study abroad. An international student assistant is in residence in each of the houses to encourage active use of the language and to help organize social and cultural events sponsored in conjunction with the language clubs and the departments. Holiday and traditional dinners, films, lectures, as well as informal gatherings provide opportunities for students to maintain and extend language skills learned in classes and while studying and traveling abroad.

In addition, the students of Ancient Greek, Latin and Classical Studies have organized a Classics House. Although the student residents and frequenters of the Classics House are not required to speak the languages, they participate in activities of the Classical Studies department and Archaeology program, Eta Sigma Phi (Classical Studies Honor Society), Chimaera Club (student-run Classics club), and often host departmental tutoring.

## ADVISING

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### ACADEMIC PROGRAM ADVISING

Entering students are assigned to academic advisors, typically instructors of students' first-year seminars, who are members of the faculty or administrators. Normally students continue with those advisors until they are ready to declare major fields of concentration, in the sophomore year. When declaring the major, each student requests or is assigned an advisor in the major field. Students are encouraged to seek advice from special advisors for help with planning for professional and graduate study, internships, off-campus study, and careers. Additionally students may discuss academic concerns, planning for majors, and preparations for graduate studies with any member of the faculty. All faculty members maintain office hours when students are welcome to take questions to them and seek their advice on academic matters.

Students are responsible for selecting the courses in which they enroll and for the election of courses that will satisfy the requirements of graduation. Advisors are available throughout the academic year, and students are encouraged to meet with their advisors frequently. Prior to the course request period, first-year and sophomore students are required to meet with their academic advisors to review progress and revise plans. Juniors and seniors are expected to meet with their advisors at least once each semester.

**Special Advisors:** Consultation with special advisors is recommended and sometimes required when students plan specific careers or wish to participate in specific programs. The college roster identifies faculty directors and advisors of specific programs. Advice about the opportunities for studying off campus may be obtained from the Office of Global Education. See the Global Education chapter. Students seeking to undertake internships, on or off campus, need to seek advice in the Career Center. See the Student Life chapter.

**The Advising Center:** A student who has questions and would like to consult with someone other than their faculty advisor is encouraged to speak with someone in the Advising Center in Biddle House. A student considering taking a leave of absence or withdrawing from the college may discuss these options with the Director or Associate Director of Advising. The Advising Center offers individual and group programming that support intellectual development of Dickinson students by assisting students to develop skills in time management and study skills. The Advising Center also coordinates the hiring and training of peer tutors for language classes and other disciplines.

**Peer Advisors:** Trained Peer Advisors are available in the Advising Center in Biddle House. Students are encouraged to walk in between 11:00 a.m. and 4:00 p.m. daily to explore their academic questions related to scheduling and course selection.

Dickinson College is firmly committed to the principle of providing reasonable accommodation for students with disabilities. Students need to provide documentation of their disability (See the Web site for Academic Advising, Disability Services for documentation guidelines.) If you are seeking academic accommodations, please contact the Coordinator for Disability Services in the Advising Center.

## THE CLARKE FORUM

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The Clarke Forum for Contemporary Issues is founded on two principles. First, the forum affirms Dickinson's belief that education in the liberal arts is the best preparation for the challenges of citizenship and career. Programming aims literally at "bringing the liberal arts to life" by connecting students' experience in the classroom with compelling issues confronting our local, national, and international communities. The forum also connects students to prominent individuals working in a wide array of professions. All activities are open to participation by the entire Dickinson community.

Second, the forum emphasizes the application of interdisciplinary approaches to contemporary issues. One of the most striking characteristics of today's society is its complexity. As citizens, our students will need to draw information and insight from widely differing disciplines to deal with such issues as health care, genetic engineering, environmental regulation, and international peacekeeping. Six of the college's interdisciplinary programs sponsor the forum: American Studies; Biochemistry and Molecular Biology; Environmental Studies; International Studies, Business and Management; Policy Studies; and Women's Studies.

The forum is named for Dickinson Trustee Emeritus Henry D. Clarke, Jr., founder and chief benefactor. Staff includes Executive Director, Professor of Political Science, Harold L. Pohlman; Associate Director Karen Freese; Program Coordinator Jolie Rankin; Program Assistant Kim Flinchbaugh and eight to ten student Project Managers. Extensive responsibility for designing, publicizing, and implementing programs is assigned to the student staff, who receive valuable organizational and communications experience. Ideas for individual programs and events are solicited from all Dickinsonians—students, faculty, administrators, trustees, alumni—as well as the larger community.

Activities include the following:

**Interdisciplinary education** The forum promotes the college's visibility as a leader in this vital area of higher education. It encourages efforts to enhance the college's interdisciplinary course and program offerings. Activities range from support for individual faculty in designing courses to conferences on interdisciplinary education.

**Annual theme** Each year, the forum devotes a major portion of its resources to activities organized around a single topic or theme. Lectures, panels, and symposia on the topic are coordinated with academic course offerings. Annual themes to date are Democratization (1994-95), Race & Ethnicity: The Politics of Identity (1995-96), Environmental Sustainability (1996-97), Citizenship (1997-98), Education, Power, and Responsibility (1998-99), Corporations and Globalization (1999-2000), War (2000-01), Crossing Borders (2001-02; 2002-03), For Richer, For Poorer; Globalization Under Attack (2003-04), Religion and Political Power (2004-05), Memory (2005-06), Energy (2006-07), A Gendered World (2007-08), Human Rights (2008-09), and Popular Culture: Power, Politics, and Resistance (2009-10).

**Lectures, panels, symposia** The forum sponsors presentations ranging from individual lectures to symposia and conferences, each focusing on a pressing contemporary issue. For example, the forum has sponsored events on environmental sustainability, the war in Iraq, perspectives on the death penalty, transgender and transsexual issues, genomics, memorials and commemoration and the new Mediterranean.

## LECTURES AND SYMPOSIA

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A wide range of programs at Dickinson presents many occasions for the celebration of intellect and talent in all disciplines. These lectures, performances, films, exhibits, and symposia demonstrate the value of the liberal arts while furthering educational experience. Students are actively involved in planning and presenting a variety of these events.

## COMMON HOUR

The Common Hour was established as a pause in the weekly schedule when the Dickinson community can gather to discuss topics of interest to the entire community and enjoy programs that enrich our intellectual and cultural lives. The Clarke Forum for Contemporary Issues ([www.clarkeforum.org](http://www.clarkeforum.org)) oversees the scheduling of programs which range from concerts to discussion of topics of immediate importance locally and internationally. Each Thursday noon throughout both semesters, the programs are followed by a buffet lunch and the opportunity for informal conversation among students, faculty, and administrators.

## JOSEPH PRIESTLEY CELEBRATION

Each year the Priestley Celebration brings to campus a distinguished scientist to be honored for discoveries which contribute to the welfare of mankind. The award is made in memory of Joseph Priestley, discoverer of oxygen. During the celebration, the college's collection of Priestley apparatus and memorabilia is displayed. The recipient is given an honorarium and a ceramic medallion struck from an original 1779 mold by Josiah Wedgwood which bears a likeness of Priestley derived from a pen-and-ink drawing by John Flaxman. The president of the college selects the award recipient from a slate of nominees submitted by the Science Executive Committee, which solicits these nominations from science faculty, former Priestley Award recipients, and others associated with the award since it was established in 1952. Recipients of the Priestley Award are as follows:

- 1952 Sir Hugh Stott Taylor, for research and teaching in physical chemistry.
- 1953 Paul R. Burkholder, for the discovery of chloromycetin.
- 1954 Karl T. Compton, for peacetime use of atomic energy.
- 1955 Harold C. Urey, for the discovery of deuterium. Nobel Laureate in Chemistry 1934.
- 1956 Detlev W. Bronk, for distinguished service to mankind through biochemistry.
- 1957 Edward Teller, for distinguished work in nuclear physics.
- 1958 George Bogdan Kistiakowski, for work in chemical kinetics and thermodynamics.
- 1959 Willard Frank Libby, for distinguished contributions to the development of carbon dating. Nobel Laureate in Chemistry 1960.
- 1960 Glenn T. Seaborg, for distinguished contributions through nuclear chemistry. Nobel Laureate in Chemistry 1951.
- 1961 Maurice Ewing, for distinguished contributions in the fields of oceanography, climatology, and geothermal measurements.
- 1962 Robert W. Woodward, for the synthesis of organic molecules. Nobel Laureate in Chemistry 1965.
- 1963 Kenneth S. Pitzer, for work in theoretical quantum chemistry.
- 1964 Isador I. Rabi, for work with quantum mechanics and molecular beams. Nobel Laureate in Physics 1944.
- 1965 Joel H. Hildebrand, for research in the fields of solubility and the structure of liquids.
- 1966 Charles H. Townes, for work in microwave spectroscopy and masers. Nobel Laureate in Physics 1964.
- 1967 George W. Beadle, for work in cytology and genetics. Nobel Laureate in Medicine 1958.
- 1968 Marshall W. Nirenberg, for the discovery of the genetic code.
- 1969 Linus C. Pauling, for research on the nature of chemical bonding. Nobel Laureate in Chemistry 1954. Nobel Peace Prize 1962.
- 1970 George Wald, for distinguished contributions to the field of physiology of vision and biochemical evolution. Nobel Laureate in Medicine 1967.
- 1971 Margaret Mead, for distinguished contributions to the field of anthropology.
- 1972 George C. Pimentel, for work in infrared spectroscopy and molecular structure.
- 1973 Philip H. Abelson, for geochemical studies.
- 1974 Henry Eyring, for his contributions to theoretical chemistry, the development of absolute reaction rate theory.

- 1975 Carl Sagan, for his contributions to the exploration of the universe through radioastronomy.
- 1976 John G. Kemeny, for the development of BASIC computer language.
- 1977 W. Frank Blair, for environmental studies and ecology.
- 1978 J. Tuzo Wilson, for distinguished contributions in the development of plate tectonics.
- 1979 Melvin Calvin, for work in the chemistry of photosynthesis. Nobel Laureate in Chemistry 1961.
- 1980 Philip Morrison, for radioastronomy studies.
- 1981 Donald Knuth, for his work on computer programming and the design of computerized typography.
- 1982 Peter H. Raven, for his work in systematic botany and biogeography.
- 1983 Stephen Jay Gould, for his contribution to the fields of paleontology, evolutionary biology, and the history of science.
- 1984 Hubert M. Alyea, for his contributions to chemical education.
- 1985 Harold P. Furth, for his contributions to plasma physics.
- 1986 Roald Hoffmann, for his contributions to applied theoretical chemistry. Nobel Laureate in Chemistry 1981.
- 1987 Thomas F. Banchoff, for his contributions to the understanding of four dimensional manifolds through computer graphics.
- 1988 Francis H.C. Crick, for his pioneering contributions to the field of molecular biology. Nobel Laureate in Physiology or Medicine 1962.
- 1989 Arno A. Penzias, for his contributions in the field of radio astronomy. Nobel Laureate in Physics 1978.
- 1990 Wallace S. Broecker, for distinguished contributions to the field of geochemistry.
- 1991 Harry B. Gray, for his contributions to bio-chemical-inorganic chemistry and inorganic photochemistry.
- 1992 Solomon H. Snyder, for distinguished contributions to the field of neuroscience.
- 1993 George Masters Woodwell, for distinguished contributions to global ecology.
- 1994 Gerald Holton, for distinguished contributions to the welfare of mankind through the field of the history of science.
- 1995 Marvin Minsky, for distinguished contributions in the field of artificial intelligence.
- 1996 Leon M. Lederman, for distinguished contributions to our understanding of particle physics and its interaction with cosmology. Nobel Laureate in Physics 1988.
- 1997 Frank Press, for his contributions in geophysics and national science policy.
- 1998 Bruce N. Ames, for his contribution to basic and applied research on mutation, cancer, and aging.
- 1999 J. Michael Bishop, for his distinguished contributions to our understanding of the molecular mechanisms of cancer. Nobel Laureate in Physiology and Medicine 1989.
- 2000 Edward O. Wilson, for distinguished contributions to the field of conservation biology.
- 2001 John H. Conway, for distinguished contributions to the field of applied and computational mathematics.
- 2002 Jocelyn Bell Burnell, for her groundbreaking discovery of pulsars and contributions to the astrophysics of compact objects.
- 2003 Orrin H. Pilkey, for distinguished research in coastal geology and public service in policy formulation and education about America's coastal resources.
- 2004 Jacqueline K. Barton, for her groundbreaking approach to the study of DNA and understanding consequences of damage to DNA within the cell.
- 2005 Peter Agre, for his distinguished contributions to the field of biological membranes and aquaporin water channel proteins. Nobel Laureate in Chemistry 2003.
- 2006 David Pimentel, for his contributions in ecology and agricultural sciences.
- 2007 Vinton G. Cerf, for his contributions in TCP/IP protocols and basic architecture of the Internet.

## THE PUBLIC AFFAIRS SYMPOSIUM

The Public Affairs Symposium (PAS), in its 45th year, is a student organized three-day symposium featuring debates, discussions, films, and other presentations. Is Privacy Dead?, Living On a Risky Planet, The Power of Food: Pleasure Politics and Culture, Sex & Social Issues, and Crime and Punishment are examples of topics selected by the students in recent years. The PAS has brought to campus distinguished figures from government, business, education, and the entertainment industry, as well as many others, to discuss a topic of broad public interest with members of the college and the community. The Poitras/Gleim lecture, endowed by a gift from Ted and Kay Gleim Poitras, is held annually in conjunction with the symposium and provides a forum to explore and promote cross-disciplinary thought and communication.

## THE DICKINSON COLLEGE ARTS AWARD

The college's Arts Award honors an individual or group who has made an outstanding contribution to the creative or performing arts. Each recipient spends several days in residence at the college sharing talents and ideas with the college community.

The Arts Award was initiated by the Dickinson faculty and endowed in 1959 by gifts from members of the board of trustees in honor of William W. Edel, president of the college from 1946 to 1959. Recipients of the Dickinson College Arts Award are as follows:

Robert Frost, 1958-59, Poetry  
 Eero Saarinen, 1959-1960, Architecture  
 Judith Anderson, 1960-61, Theatre  
 Leonard Baskin, 1963-64, Graphic Arts  
 Walter Piston, 1965-66, Music  
 W. H. Auden, 1967-68, Poetry  
 John Cage, 1969-70, Music  
 The Philadelphia Orchestra, 1972-73, Music  
 Mauricio Lasansky, 1974-75, Printmaking  
 Zelda Fichandler, 1976-77, Drama  
 John Barth, 1980-81, Literature  
 Toshiko Takaezu, 1982-83, Ceramics  
 Thomas Binkley, 1982-83, Music  
 Pennsylvania Ballet, 1983-84, Dance  
 David Mamet, 1984-85, Drama  
 Robert Stone, 1986-87, Literature  
 Tommy Flanagan, 1988-89, Music  
 Horton Foote, 1989-90, Cinema  
 Leon Golub, 1991-92, Painting  
 Seamus Heaney, 1992-93, Poetry  
 Twyla Tharp, 1995-96, Dance  
 Phyllis Bryn-Julson, 1996-97, Music  
 Julie Harris, 2001, Theatre and Film  
 Milton Babbitt, 2002, Music  
 André Gregory, 2005, Theatre and Film  
 Trisha Brown, 2007, Dance

## SPECIAL LECTURES AND SCHOLARS IN RESIDENCE

Each year distinguished public figures and outstanding scholars from American and foreign universities present lectures on campus. Some of these international visitors come as scholars-in-residence for week-

long, semester-long, or year-long periods of time. All these people enrich the intellectual offerings of the college and allow students and faculty to encounter new ideas and different opinions. Academic departments and student groups frequently sponsor lectures and small-group discussions which encourage the exploration of issues beyond the classroom. Special lecture topics range from discussion of current political, social, and economic issues to consideration of new scholarly developments within academic disciplines.

**The Morgan Lectureship** Endowed by the board of trustees in 1929, in grateful appreciation for the distinguished service of James Henry Morgan of the Class of 1878, professor of Greek, dean, and president of the college, the Morgan Lectureship is used by the president of the college "for the procurement of one or more special lectures annually upon such subject or subjects as he may deem wise...." The lectureship brings to campus a scholar in residence for three to five days to meet informally with individuals and class groups, and to deliver the Morgan lectures on topics in the social sciences and humanities. Recent scholars have been Jorge Luis Borges, William Jordan, Fredric Jameson, Jonathan Spence, Michael Walzer, Barbara Stoler Miller, James Rosenau, Paul Fussell, G.M. Tamas, Margaret Miles, Patricia Spacks, Christopher Bigsby, Lawrence D. Kritzman, Francis Fukuyama, Michael Ignatieff, and Samantha Power. The 2008 lecturer was Cynthia Enloe, Clark University. Her lecture was "Women and Men in the Iraq War: What Can a Feminist Curiosity Reveal?"

**The Pflaum Lectures in History** are supported by income from a fund contributed by students and friends of the late Professor John C. Pflaum in appreciation of his effective teaching. The lectures bring to campus scholars who, like Professor Pflaum, are particularly successful in oral presentation of historical topics. Conrad Crane, retired colonel and renowned military historian at the U.S. Army War College delivered the 2007 Pflaum Lecture entitled "Wandering in the Desert: An Historian's Attempt to Influence the War in Iraq." Other recent lecturers have been Samuel Bailey, Graydon Tunstall, John Voll, Mercedes Vilanova, Harold H. Saunders, William J. Burns and Geoffrey R. Stone.

**The Glover Memorial Lectures** are usually presented in alternate years. This lectureship in science was established in 1958 in memory of John Glover of Newcastle-upon-Tyne, England, the inventor of the Glover Tower, and in memory of his son and grandson, Henry and Lester Glover, by the late Dr. John D. Yeagley and Mrs. Yeagley of York, Pennsylvania. Recent Glover Lectures include Peter Brancazio's "Sports on the Moon," Clint Sprott on "The New Science of Chaos," Dr. Dorrit Hoffleit's presentation on "A Century of Women in Astronomy," Lawrence Krauss' lecture on "The Physics of Star Trek," Albert Bartlett's lecture on "Arithmetic, Population, and Energy," and David Lee's lecture on "Superconductivity and Superfluidity: A Century of Discovery."

**The Rabinowitz Program** was created by Wilbur M. Rabinowitz, Class of 1940 and a trustee of the college, to enable students and faculty to benefit from encounters with articulate and knowledgeable spokespersons whose careers are or have been in business or government. Individuals who have distinguished themselves in the corporate world or government are invited to visit the Dickinson campus as participants in one of the two components of the program: the Benjamin Rush Award Ceremony or the Executive-in-Residence Program.

*The Benjamin Rush Award Ceremony* recognizes outstanding achievement by a member of the business or government community. The individual accepting the award presents a public lecture addressing the relationship of a liberal arts education to the business or government world. Opportunities for members of the college community to converse and discuss issues with the award recipient occur while the recipient is on the campus.

The recipient of the award is presented with an honorarium and with a bronze medal which bears the likeness of Benjamin Rush, the prominent colonial Philadelphia physician who was a key founder of the college and a signer of the Declaration of Independence. The first Benjamin Rush Award was presented in 1985 to the board chairman and chief executive officer of CBS. Recipients since then have included three other corporate executives; the Minister of Trade, Industry and Energy of the Republic of Korea; the Director of the White House Office of Management and Budget; the Deputy Secretary



General of the United Nations; the Chairman of the Board of Mutual Life Insurance of America; a former Chairman of the Securities and Exchange Commission; a former chairman of Honeywell International, Inc. and chairman and CEO of Allied Signal; and co-founder and former chairman of AES Corp. The 2008 recipient was Stephen Adler, Editor-in-Chief, Business Week Magazine, who lectured on "The Future of Media."

*The Executive-in-Residence Program* brings to campus, for residencies of three to five days, individuals who have been identified as strong contributors to current developments in the business world. These executives participate in classes and less formal gatherings which permit them to engage in discussions of significant issues facing business leaders. The first Executive-in-Residence was J. Bruce McKinney, Class of 1959, trustee of the college, and chairman and chief executive officer of the Hershey Entertainment and Resort Company.

**The Donald W. Flaherty Lecture in Asian Studies** is supported by a fund established by students, colleagues, and friends of Professor Flaherty, a pioneer in the development of Asian studies at Dickinson. The lectureship brings to campus scholars and speakers who reflect Professor Flaherty's lifelong interest in all aspects of Asian history, culture, and politics. Since the inaugural lecture in 1987-88, prominent Asianists have spoken on topics ranging from "Reflections on the Nature of Japanese Society" to "The Rise of the Chinese Secret Service." Lectures in the 2007-2008 academic year were "Japanese Horror Films" by Aaron Gerow (Yale University) and "From Bodhisattva to Goddess of Mercy: Guanyin and the Chinese transformation of Buddhism" by Chun-fang Yu (Columbia University).

**The Roberts Lectureship**, endowed by a generous gift by John Roberts in honor of his son, Christopher (class of 1974), brings to campus distinguished international scholars of classics who lecture on topics designed to show the relevance of classical studies to the modern world. The scholars who accept the invitation give two lectures on the topic of their choice, one aimed at a general audience, another to classics majors and scholars from various classics departments in the region. At both occasions, members of the college community and other guests are invited to discuss the issues with the speaker. Recent scholars have been Miriam Griffin (Oxford), Danielle Allen (University of Chicago) and Stephen Halliwell (St. Andrews). Upcoming speakers are Denis Feeney (2006) and Daniel Mendelsohn (2007).

**The Harold and Ethel L. Stellfox Visiting Scholars and Writers Program** is supported by a fund established by Jean Louise Stellfox, Class of 1960, to honor her parents and to ensure that future generations of students would have the opportunity to interact with renowned literary figures. The program will make it possible each year for a major author, poet or playwright to spend a few days on campus, holding readings, literary discussions and workshops for students and members of the Dickinson community. Recipients are as follows:

2005	Ian McEwan, British novelist
2006	Rita Dove, Pulitzer Prize-winning poet and U.S. poet laureate
2007	Edward Albee, Pulitzer Prize-winning playwright

## ACADEMIC POLICIES AND PROCEDURES

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### INFORMATION FOR STUDENTS WHO ARE ENROLLED FOR A DICKINSON DEGREE

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**Enrollment and Course Request** 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 seminars are assigned on the basis of a preference questionnaire submitted by the student during the summer.

**Calendar** Courses are offered in two semesters, each totalling 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 of a few days 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. The college offers a five-week summer school program each year in July and August. Classes meet daily, providing an intensive period of study. Students may register for a maximum of two courses per summer session. 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.

**Class Size** First-year seminars, all foreign language classes, courses on writing, and most upperclass 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. Some introductory science course lectures enroll classes of 50 to 75 students, with accompanying laboratories for these courses conducted in sections of 12 to 28; 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** A normal schedule is four courses each semester. 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 his or her first semester, a student may register twice for a semester load of five course credits during his or her Dickinson career; registration for a fifth course may be completed only during the Add/Drop period.

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. Physical education courses and some military science courses carry no academic course credit.

**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.* Only those students who have completed all requirements for the degree are eligible to participate in the Commencement ceremony each May. 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 of approximately two and a half weeks. (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. For this reason, students who want to make additions or changes in the level of their registration after these deadlines must make their request by petitioning the Subcommittee on Academic Standards. A student may withdraw from courses until 10 class meeting days after Roll Call of each semester. After this period, withdrawal will require a full review before the Committee on Academic Program and Standards. Withdrawal from a course will be indicated by the entry of a "W" grade in the student's record. Withdrawal is not an option for physical education courses. 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. Withdrawals involving a change from full-time to part-time status will be accepted only if the change of status has received prior approval by the Registrar. A student may petition the standards committee to drop a course from the record only when, through no fault of the student, no substantial participation in the course has occurred.

**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 (work of "C" quality or above), "U" indicating unsatisfactory achievement (work of "C-" or below), "I" indicating incomplete work outstanding, and "NE" indicating no evaluation made by the faculty member (applicable to an entire course or section). These roll call grades are available to students via the college Web site 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 Provost/Dean of the College. 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 Provost/Dean of the College. 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 Chairperson 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." Taking a course on the pass/fail basis requires approval of the instructor. In courses numbered 300 and above, pass/fail may be taken by permission of the instructor only. 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 and, normally, pass/fail work should not be included among courses taken for the major or minor program requirements.

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 illness or other serious emergency has prevented the student from completing the work for the marking period. 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, and is signed by both student and instructor. An incomplete may not be reported because of negligence or procrastination on the part of the student. An incomplete grade must be cleared before Roll Call of the following semester unless an exception is granted by the Subcommittee on Academic Standards. In every case, the incomplete must be cleared before the end of the second semester following. If an incomplete has not been cleared within stipulated time limits, the appropriate grade indicating a lack of satisfactory completion will be recorded.

*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 term or an “S” grade with course credit. Upon completion of the second semester, an “S” grade may be converted to a letter grade along with the second semester’s letter grade and credit.

*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” results in a reduction of the cumulative average, 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.

*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. Students are expected to meet all requirements for graduation in effect at the time of their matriculation. Responsibility rests with the student for the election of such courses that will satisfy the requirements of the college for graduation.

A minimum of 16 courses must be taken on the Dickinson campus. A student must be accepted for a major field of concentration by the time he or she earns 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. 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 Dean of the College/Executive Director of Global Education (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.

**Minimum Standards** 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. A student who fails to meet the minimum grade point average for his or her class will be required to withdraw unless the Subcommittee on Academic Program Standards takes action otherwise. 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. Neither the college, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such action. Action by the Subcommittee on Academic Standards may include a warning or placing a student on academic probation.

The minimum average for a first-year student to be in good academic standing is 1.75. At the end of the first semester of the first year, students falling below 1.75 will be placed on academic probation and required to participate actively in the Steps to Academic Success Program for the following semester. Students below 1.00 after the first semester are typically required to withdraw. At the end of the second semester of the first year, students with cumulative grade point averages below 1.75 will be required to withdraw unless they actively participated in the Steps to Academic Success Program and made significant improvement toward the required 1.75 cumulative grade point average. In this case, the student may be permitted to continue in Dickinson's summer school on probation. Students who fail to meet the probationary grade point average AND do not participate actively in the Steps program will be required to withdraw from the college.

The minimum average for a sophomore to be in good academic standing is 2.00. At the end of the first semester of the sophomore year, students falling below 2.00 will be placed on academic probation and required to participate actively in the Steps to Academic Success Program for the following semester. At the end of the second semester, sophomores with cumulative grade point averages below 2.00 will be required to withdraw unless they actively participated in the Steps to Academic Success Program and made significant improvement toward the 2.00 cumulative grade point average. In this case, the student may be permitted to continue in Dickinson's summer school on probation. Students who fail to meet the probationary grade point average AND do not participate actively in the Steps program will be required to withdraw from the college.

Juniors and seniors must achieve a minimum grade point average of 2.00. Juniors and seniors who have below a 2.00 at the end of the first semester of the academic year will be placed on probation for the second semester. Juniors with a grade point average below a 2.00 at the end of the academic year will be required to withdraw. In order to graduate a senior must have a minimum grade point average of 2.00.

A student on probation must show significant improvement during the semester of probation (and participated actively in the Steps to Academic Success Program if so required) in order to remain at the college.

In addition to maintaining a minimum grade point average, students are expected to make satisfactory quantitative progress toward the completion of degree requirements. Full-time students are normally expected to complete at least 4 courses each semester and to progress one grade level each year. Evaluation of progress occurs at the end of the academic year when grades for spring semester are posted. First-year students become sophomores when seven courses creditable toward graduation are completed. Sophomores achieve junior status after 15 courses and juniors become seniors after 23 courses. For students who fail to progress one grade level and for part-time students, satisfactory academic progress will be measured by comparing the number of courses attempted to the number completed successfully. Attempted courses include all withdrawals, incompletes, and failures. To be considered to be progressing satisfactorily, students must have completed successfully the following percentage of courses attempted:

First year students – 60 percent

Sophomores – 70 percent

Juniors Seniors – 80 percent

The Subcommittee on Academic Standards interprets and applies these standards on a case-by-case basis at the end of each semester. The Subcommittee on Academic Standards may warn a student if his or her semester average falls below the minimum required cumulative grade point average even when the cumulative average allows the student to remain in good academic standing; continued performance at current level would remove student from good academic standing.

The Subcommittee on Academic Standards may place a student on academic probation if the student has proven ability to achieve the established probationary average; a low semester average does not include any failing grades; or, while on probation the student's average meets or exceeds the established probationary average when the cumulative average remains below the minimum for good standing.



A student with three consecutive semesters with averages below 2.00 will be required to withdraw from the college, even if his or her cumulative grade point average remains above a 2.00. Students on academic probation are determined to be making satisfactory progress for the purpose of receiving financial aid. A student with a semester grade point average of 0.00 will be required to withdraw even if his or her cumulative average remains above a 2.00.

**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.

**Credit for Course Work at Other Institutions** Course work submitted by transfer students is evaluated by the 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) must be offered in a setting which allows for interaction between student and instructor (i.e., no credit will be awarded for correspondence, on-line or one-way video courses). 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 Programs toward the residency requirement and students who transfer with 16 courses (1st semester Juniors) may count a semester of study abroad on Dickinson Programs toward 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) must be offered in a setting which allows for interaction between student and instructor (i.e., no credit will be awarded for correspondence, on-line or one-way video courses). 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.

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 also necessary for participation in more than two semesters of study off campus or for participation in more than one off-campus program.

Final determination of credit and satisfaction of Dickinson distribution and language requirements will be determined by the Registrar.

## CHANGES IN STUDENT STATUS

**Leave of Absence** An approved leave of absence for one semester or one year enables a student to maintain enrollment at the college. An approved leave of absence meets one of the following descriptions.

1. This status may be granted by the student's class dean and is subject to renewal. A student on an



approved leave of absence may request permission to study on a part-time basis at another institution, and to transfer credit to the student's Dickinson record. Permission to study at another institution while on leave of absence must be received from the Registrar in writing prior to registering for the courses.

2. This status may be granted by the Associate Dean of the College/Executive Director of Global Education for those students who have been denied permission to study abroad in designated locations for safety reasons. Students in this category may request review of their course work for transfer upon return to Dickinson College; course work is subject to the college's criteria for transferable work.

A voluntary leave of absence may be granted prior to the date of Roll Call for any given semester. "W" (for withdrawal) grades will be recorded in lieu of a regular grade for all registered courses.

**Required Leave of Absence** Students are expected to be engaged actively in their academic coursework while enrolled at the college. Occasionally, it is deemed to be in the student's academic interest to take time off from academic study. In those cases, the Provost/Dean of the College may require a student to take up to one semester's leave of absence.

**Student-initiated Medical Leave of Absence** A student may request a medical leave of absence in order to obtain medical or psychological treatment which will enable the student to return to full-time academic study at the college. Students can initiate this process by consulting with the Health Center or Counseling Center.

1. A student may apply for a Medical Leave of Absence, (MLOA) at any time through the last day of exams in any given semester due to medical and/or psychological problems that are interfering with the ability of the student to meet the demands of college life, including both academic and social demands.
2. Before applying for MLOA, the student must consult with a professional at the Counseling Center and/or Health Center and must secure a recommendation from one of those offices to pursue the MLOA. A student may provide information from outside health care providers to the Counseling Center or Health Center, if he or she chooses, but is under no obligation to do so.
3. Upon recommendation of the Director of Counseling Services and/or the Director of Student Health Services, the Dean of Students or Provost and Dean of the College will make the final decision regarding approval of a voluntary Medical Leave of Absence.
4. During the time away from campus, a student is subject to the following conditions regarding student loans. Commencing with the date of authorization of the Medical Leave of Absence, a student with a federal Stafford loan must re-enroll at least half-time within six months, in order to avoid using up the grace period and entering repayment. Students are responsible for notifying their lender of their enrollment status. Perkins loans have a nine-month grace period. There is no grace period for other loans.
5. When a student takes a Medical Leave of Absence during the course of a semester, either the grade of "Withdrawal" (W) or "Incomplete" (I) will be recorded by the Registrar for those courses in which the student is enrolled. Students eligible to utilize the grade of "Incomplete" should follow instructions in the College Bulletin.
6. In cases where a student is on a Medical Leave of Absence for a period of fewer than six weeks at the close of a semester, withdrawal from classes may not be necessary if the student can make arrangements to keep up with academic work or, if eligible, to receive "Incomplete" grades.
7. The usual policies for refunds and deposits apply as stated in the College Bulletin.
8. While a student is on MLOA, he or she is to be separated from the campus completely unless prior approval for any visit is approved by the Dean of Students.

9. When a student on Medical Leave of Absence believes s/he is ready to return to the college, he or she must notify, in writing, the college office wherein the medical leave was initiated (Counseling Center or Health Center). Return to full-time active student status requires an evaluation from the Counseling Center or Health Center, or both, validating that the student is ready to resume studies and life at the college. Such an evaluation may include consideration of information from other health care providers offered by the student. The Counseling Center or Health Center shall make a recommendation to the Dean of Students or Provost and Dean of the College. The Dean of Students or Provost and Dean of the College will make the decision about whether to approve the student's return to the college. The Counseling Center or Health Center may make recommendations to the Dean of Students or Provost and Dean of the College regarding conditions of return or accommodations appropriate to support a student's condition. The student will receive written notification of those conditions and/or accommodation. Notification of intent to return is generally required no later than May 1 for the fall semester or November 1 for the spring semester. Decisions on requests received after the foregoing dates will be made on a case-by-case basis.

**College-initiated Medical Leave of Absence** Dickinson College may place a student on MLOA without the student's consent at any time it is deemed necessary to protect the health, safety and well-being of the student, other students, other members of the college community or the interests of the college itself.

MLOA may be required when a student demonstrates danger to himself/ herself or others because he/she attempts or threatens suicide or homicide or engages in a behavior that threatens or could cause imminent life-threatening bodily harm to himself/herself or others.

Nothing in this policy shall limit the college's ability to respond to a student's behavior solely on the basis of the behavior itself.

The Dean of Students shall make the final decision regarding college-initiated MLOA. The Dean will consult with the professionals from Counseling and/or Health Services in order to arrive at a decision regarding medical leave. The student will be given oral and written notification of MLOA status as soon as possible. Such notification will include any terms or conditions of return which must be met by the student. The length of MLOA will be determined on a case-by-case basis. While a student is on MLOA, he or she is to be separated from the campus completely unless prior approval for any visit is approved by the Dean of Students.

When a student on Medical Leave of Absence believes s/he is ready to return to the college, he or she must notify, in writing, the Dean of Students and the college office wherein the medical leave was initiated (Counseling Center or Health Center). Return to full-time active student status requires an evaluation from the Counseling Center or Health Center, or both, validating that the student is ready to resume studies and life at the college and assuring that all conditions necessary for return have been met. Such an evaluation may include consideration of information from other health care providers offered by the student. The Counseling Center or Health Center shall make a recommendation to the Dean of Students. The Dean of Students will make the decision about whether to approve the student's return to the college and any ongoing terms or conditions of return, based upon recommendations from the Counseling Center or Health Center. The Counseling Center or Health Center may also make recommendations to the Dean of Students regarding accommodations appropriate to support a student's condition. The student will receive written notification of those conditions and/or accommodation. Notification of intent to return is generally required no later than May 1 for the fall semester or November 1 for the spring semester. Decisions on requests received after the foregoing dates will be made on a case-by-case basis.

**Withdrawal** Withdrawal from the college, whether voluntary, required, or administrative, discontinues one's enrollment as a degree candidate. A student who withdraws and later wishes to return must make formal application to the Registrar for readmission. If the student's average was below the minimum class standard, the application will be considered by the Subcommittee on Academic Standards. When

possible, the student's academic advisor at the time of withdrawal will be consulted as a part of the committee's consideration of an application for readmission. If the student was required to withdraw for non-academic reasons, the application process will normally also include a clearance interview with a member of the counseling staff, 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.

If a student withdraws from the college with disciplinary matters pending, whether social or academic in nature, the matter may proceed to disposition, in 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.

*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, regular grades will be recorded. Students should contact their class dean to obtain the appropriate forms and information and to schedule an exit interview. Ordinarily, students must wait a full semester (not a summer session) after withdrawing from the college before making reapplication. Students who wish to reapply sooner must petition the Committee on Academic Program and Standards.

*Required:* Students whose academic average falls below the minimum standards for their class are required to withdraw. The Subcommittee on Academic Standards may make an exception and allow a student to continue enrollment on academic probation for which special requirements are established. A student 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, 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. Note: See below for additional criteria for readmission.

*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 his or her designee or the Dean of Students or his or her designee) for a definite period of time as set forth 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 and/or summer sessions. 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. See the Community Standards and Procedures.

*Suspension from the College: 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 a definite period of time as set forth in the notice of suspension (except by appointment, arranged in advance with the Provost/Dean of the College or designee or the Dean of Students or designee). 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 and/or summer sessions. 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. See the Community Standards and Procedures.

**Readmission** Any formerly matriculated student who wishes to re-enroll must file an application for readmission. Such applications should be filed with the Registrar prior to May 15 for the fall semester and prior to November 15 for the spring semester. If the student’s average was below the minimum class standard, the application will be considered by the Subcommittee on Academic Standards. When possible, the student’s academic advisor at the time of withdrawal will be consulted as a part of the committee’s consideration of an application for readmission. If the student was required to withdraw for non-academic reasons, the application process will normally also include a clearance interview with a member of the counseling staff, 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 readmitted must meet requirements 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 who is absent from the college at least three 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 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 probationary average, as stipulated by the committee.

**Dismissal/Expulsion** 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. 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. A student who is expelled does not have the privilege of readmission to the college 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.

## STUDENT LIFE AND SERVICES

The mission of the Office of Student Life (see Web site) at Dickinson College is to enhance the educational objectives of the college by creating and delivering programs and services that encourage and support a scholarly life. We seek to create a culture of commitment among our students that provides important skills for citizen-leaders. Student activities and programs promote personal involvement and connection within the student body, between students and faculty and between students and administrators. Our goals include helping students see beyond themselves to the needs of their families, their communities and their nation. We teach, model and expect civility and respect for self and others and affirm the diversity of persons, ideas and circumstances. We also teach self-discipline and respect. We encourage habits of health and well-being that will enhance student participation in this community and we discourage actions and activities that jeopardize the safety and well-being of individuals and the community.

At Dickinson College, the living/learning environment extends far beyond the limits of the classroom, library or laboratory. Whenever and wherever students congregate with their peers or with other college community members, there is conversation and collegiality. The mix of faculty, staff and students from diverse backgrounds and disciplines shapes Dickinson campus life. Learning occurs in the classroom, on the athletic field, in the art studio, in the social lounge and in the residence hall day and night.

As members of the Dickinson College community, students are expected to conduct themselves in a manner consistent with the pursuit of the college's educational objectives and conducive to the health and safety of others. In any community, individual liberty must be tempered with respect for the common good. This does not imply that members of this community always seek to avoid conflict. Quite the contrary, our commitment to each other requires that we will challenge each other on issues of principle and importance to us. We will listen to ideas contrary to our own and critically weigh diverse opinions. As a community, we will embody the ideals of the citizen-leader as laid out by our founders. Students are expected to be familiar with the policies and procedures of the college which are available in the Student Handbook and the *Community Standards and Procedures* which are printed and distributed annually to students by the Office of the Dean of Students.

## RESIDENTIAL LIFE

All full-time, matriculated students are required to reside in college-operated housing and participate in a college board plan. More information about meal plans can be found by contacting Dining Services. Part-time students desiring college housing will be accommodated if space permits.

Dickinson's residential facilities are organized around a "ladder of responsibility." As students grow they are afforded more independence in their housing options and are expected to assume more community responsibility for their living area. First-year students are assigned to traditional residence halls in double, triple, and four person rooms. These larger communities give students the opportunity to live and interact with a wide variety of people and begin to negotiate the challenges and benefits of community living. As sophomores and juniors students are given opportunities to live in suite-style buildings and

small houses. By the senior year most students will live in apartment style housing on campus. The majority of residences are co-ed by floor. Most students live in double, triple, or quad rooms; a few live in single rooms.

Full-time professionals provide leadership for the residential life program, living in on-campus residential facilities. In addition, a student staff of approximately 65 resident advisors, house/apartment managers, and community advisors provide support and assistance to students living in the residence halls. These paraprofessionals help students make the transition to college, act as resource referral agents, and encourage a responsible social and intellectual community in the residence halls.

Each year several first-year seminars are organized in to learning communities. The students in these seminars live in a common building and participate in a variety of co-curricular activities beyond the classroom. Several smaller residential facilities are organized in support of special interests and learning communities for upper class students. Students who wish to live together in special interest housing and participate in programming related to a particular theme may apply for special interest housing. For housing purposes, Greek-letter social organizations are considered special interest groups. Residential Life establishes criteria and assigns space as available for special interest groups.

## STUDENT ACTIVITIES

The Office of Student Activities provides Dickinson students with diverse and challenging opportunities to enhance their educational experience, support their development as citizens, scholars and leaders within the college, and prepare them to become citizen leaders in a larger global community. Dickinson students participate in a wide array of activities on campus. Co-curricular opportunities enable students to develop and strengthen their values and interests through intellectual, athletic, cultural, and social experiences. Leadership programs provide students with skills, training, and experience to help them guide their peers and the college community. Determining budget priorities for student organizations, participating in all-college committees, establishing campus policies, planning campus-wide events, and interviewing candidates for faculty and administrative positions provide students with meaningful learning and community experiences which involve them in the decision-making processes of the college.

The Student Senate is the student representative governing body. Senators are elected annually based on their class year. The officers and senators serve as liaisons with the student constituency, administration and faculty, and as student representatives on all-college committees.

Through allocation of the Student Activities Fee, the Student Senate funds a wide range of student clubs and organizations which support the common interests and activities of their members and provide seminars, speakers, leadership training, competition opportunities, and programs for the campus community. As initiators, officers, chairpersons and committee members of organizations, students develop and exercise interpersonal and organizational skills while creating their own opportunities for recreation and entertainment. The Student Activities Office provides staff and resources, which support student involvement, and help tie the curricular experience to co-curricular activities.

## GREEK LIFE

Dickinson College's student organizations, including fraternities and sororities, offer tremendous opportunities for developing leadership skills, forming relationships with community members and contributing to the life of the college. Many students find the active involvement in campus life makes their Dickinson experience rich and fulfilling.

Approximately 23% of the Dickinson College students are members of one of the six recognized fraternities or four recognized sororities. Men may participate in the fraternity recruitment process beginning in the spring of their first year and women may participate in the sorority recruitment process beginning in the fall of their sophomore year.

*Notice: Please be aware that should a Dickinson student choose to join a fraternity or sorority that has been expelled, suspended or is otherwise not in good standing with the college, there may be adverse consequences for the student individually.*

*There are five fraternities and two interest groups in good standing with the college: Delta Sigma Phi, Kappa Sigma (Colony), Phi Delta Theta, Phi Kappa Sigma, Sigma Alpha Epsilon, Sigma Lambda Beta (Special Interest Group) and Theta Chi. The five sororities in good standing with the college are Delta Nu, Delta Sigma Theta, Kappa Alpha Theta, Kappa Kappa Gamma and Pi Beta Phi.*

Dickinson's fraternities and sororities are especially strong in terms of service to the college and to the Carlisle community. Although these organizations are social in nature, they all place a strong emphasis on academic achievement and leadership development. They have long histories at Dickinson, and at their best, fraternities and sororities help make their members successful students and productive citizen leaders.

### INTERCOLLEGIATE ATHLETICS

On the court and on the playing field, in the classroom and in the laboratory, student athletes at Dickinson are determined to excel. Dickinson athletes compete at the NCAA Division III level in 23 varsity sports, 11 for men (including baseball, basketball, cross country, football, golf, indoor and outdoor track and field, lacrosse, soccer, swimming, and tennis), and 12 for women (including basketball, cross country, field hockey, golf, indoor and outdoor track and field, lacrosse, soccer, softball, swimming, tennis, and volleyball). The college is a founding member of the prestigious Centennial Conference.

The Red Devils athletic philosophy matches the college's spirit of academic challenge. Excellent coaching and training facilities provide a setting in which student athletes can develop both as players and individuals. (See the Web site for Dickinson College Athletics.)

For the dedicated Dickinson student athletes, the rewards of athletic participation are both immediate and enduring. Dickinson provides men and women the opportunity to reach their athletic and academic potential. The intercollegiate athletic offerings not only provide a balance to Dickinson's rich and demanding intellectual life but also help promote a sense of community. Dickinson athletics foster the learning and growing process that strengthens skills in leadership, diplomacy, discipline, teamwork, and perseverance.

Dickinson graduates value these essential skills and apply them intelligently for success in the workplace, graduate study, and volunteer settings. In the long term, the experience of athletic competition plays an integral role in the future of the Dickinson graduate.

### COUNSELING CENTER

The Counseling Center professionals offer individual psychotherapy and outreach services which help students with personal concerns, such as adjustment to college, depression, anxiety, relationship problems, and a variety of other difficulties. Therapy groups are occasionally offered on topics of interest to students.

Board-certified psychiatrists are available for students needing evaluation or medication. Individual assessment and referral are provided for students abusing alcohol or other substances. In conjunction with the Public Safety Office and the Office of Student Life, 24-hour crisis intervention services are available for students experiencing psychological emergencies.

### STUDENT HEALTH SERVICES

The Health Center is open six days a week and staffed by nurse practitioners, and part-time physicians.



Services include: primary health care for ill and injured students, men and women's sexual health services including free confidential STD and HIV testing, CLIA certified medical laboratory, prescription medications, administration of allergy injections, immunizations, self-care center for colds, and referrals to community specialists as needed.

Carlisle Regional Medical Center emergency department is open and staffed 24 hours a day. A transportation service is available for non-emergency medical transportation to the hospital, doctor's offices, physical therapy, and pharmacies. This service can be accessed through the Department of Public Safety or Health Services.

In the State of Pennsylvania if a person is 18 years of age, or has graduated from high school, they are considered adults in the eyes of the law regarding their medical care. There are strict medical confidentiality laws that prohibit the release of information without the written consent of the patient. Written consent to release specific information and to whom, must be signed at the time of, or after a visit. The law does not allow information to be released in certain situations if the patient is in danger of harming him/herself or others.

In order for the student to realize a full and rich academic and social experience, free from illness, injury, or unexpected and potentially overwhelming medical expenses, the college requires all students to have health insurance. The college offers a comprehensive policy at a very reasonable rate, which is automatically billed to the student's account if an online waiver is not completed by the deadline. In order to waive out of the college sponsored policy, your student should complete the Health Insurance Waiver form on the Student Accounts Web site. The student must provide evidence of comparable or better coverage than the college-sponsored plan. Students who hold citizenship from countries other than the United States are required to have the college-sponsored health insurance, and therefore will not have the option to waive out.

## PUBLIC SAFETY

The Dickinson College Department of Public Safety provides security services 24-hours-a-day, seven-days-a-week by foot, car, and bicycle with a staff of commissioned private police officers headed by a Chief of Police. Public Safety enforces college regulations and state and local laws on campus. Officers provide a number of services including basic self-defense classes (RAD) and educational programs.

A summary of offenses reported to the Dickinson College Department of Public Safety during the most recent three-year period is available on-line and at the Public Safety Office. To receive a copy by mail, write to the Department of Public Safety, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. The Department of Public Safety prepares a pamphlet on safety and security information that is provided to all students. The Student Handbook and Planner and the Community Standards and Procedures provide further information on student life policies and services.

All residence halls are locked 24 hours a day, requiring use of a key or key card for entry. A telephone intercom system is located at the main entrance to most residence halls for guests to contact residents for access. All student rooms have individual locks for use by the occupants. Residents are encouraged to lock their rooms at all times.

The Safe Ride/Safe Walk program provides members of the community with individuals who will accompany you to any college location. You don't have to walk alone at night on campus. Safe Ride/Safe Walk is administered by the Department of Public Safety. This service can be reached at 717-245-1349. Students are also encouraged to contact Public Safety if they see someone suspicious on campus.

If you are in need of assistance, pick up any campus telephone and dial 1111. Public Safety Dispatch personnel will provide assistance and send an Officer to your location as needed. Code Blue phones are located at various locations throughout the campus and may be used for emergencies or if information is needed. These phones are clearly marked and are direct lines to Department of Public Safety Dispatch.

In the event of a serious incident on campus, crime alert notices are circulated to the entire campus community by the Department of Public Safety. In the event of a crisis, emergency messages are distributed to the college community through the Red Alert system. All members of the community are strongly encouraged to register with Red Alert. All crimes committed at Dickinson College are reported to the Pennsylvania State Police and the FBI in an annual uniform crime report. We maintain a close working relationship with the Carlisle Police Department and other local law enforcement agencies and information is regularly exchanged. An activity log which includes the names and addresses of those charged with crimes is maintained in the Public Safety Office.

### THE OFFICE OF DIVERSITY INITIATIVES

The Office of Diversity Initiatives (ODI) at Dickinson College is a resource center charged with advancing Dickinson's commitment to building a pluralistic society that promotes equality and integrity on the campus, in the community, and in the world. The office defines diversity in broad terms: race, ethnicity, nationality, sexual orientation, gender, and socioeconomic status. The office provides individuals with the opportunity to broaden their views and enrich their cultural experiences through participation in diversity programs and training workshops. The office encourages and facilitates activities that allow students to voice their opinions, serve the community, and advocate for making Dickinson a place that welcomes difference and individuality.

The office collaborates with several constituencies at the college and in the community to fulfill its mission. Dickinson believes that awareness and knowledge of diversity and the ability to operate in a pluralistic society are important hallmarks of a quality liberal arts education. The quality of an education depends not only on the subject matter taught and quality of the teaching, but also on the people with whom students share their learning experiences. A multicultural presence helps all students better understand the challenges and rewards of living in a diverse climate. Day to day dialogue among students, faculty, and administrators, crucial to the teaching-learning process, is enhanced by diversity in a campus community where heterogeneity, whether cultural, racial, or economic, gives voice to a wider range of perspectives and worldviews.

The staff of ODI includes a full-time Director, Administrative Assistant, and several student assistants and volunteers. The office is responsible for coordinating year-long projects and serves as a campus and community liaison. Specific projects carried out include Diversity Expo, Diversity Monologue Contest, Tunnel of Oppression, Women at Dickinson Celebration, and several lectures/discussions during culturally celebrated months. The office helps Dickinson students build a community of world citizens, create a supportive environment for all individuals from diverse backgrounds, and improve Dickinson for all its members.

The office also works closely with identity and social justice oriented student organizations through the Diversity Roundtable. The Roundtable is a forum for executives or highly involved members of the above student organization to further develop leadership skills, assist with program planning, and encourage cross-organization dialogue and action. The student organizations include but are not limited to the following:

- Abolish (Activism for Dafur)
- Active Minds (Mental Health Awareness)
- African American Society
- Amnesty International
- A.S.I.A. (Asian Social Interest Association)
- Club Afrique
- Dickinson Desi Association
- Latin American Club
- Middle Eastern Club
- Spectrum (LGBTQA)

Students for Social Action  
 Sustained Dialogue  
 Third Degree Steppers  
 Umoja  
 Zatae Longsdorff Center for Women

## OFFICE OF RELIGIOUS LIFE AND COMMUNITY SERVICES

### RELIGIOUS LIFE ON CAMPUS

From its founding in both the Methodist and Presbyterian traditions, Dickinson College has encouraged the development of moral character, spiritual values, practices and faith journeys.

Dickinson College strives to build an inclusive religious community reflective of our students, faculty, and staff. The college additionally strives to build a community where religious life is sacred, safe, discerning, inquisitive, and freely shared both in worship and learning experiences.

The United Methodist Student Movement, The Lutheran Student Movement, Episcopal Campus Ministry and Dickinson Christian Fellowship are some of the protestant fellowship meetings and small groups that meet weekly. Dickinson College has an active Orthodox Christian Fellowship group, as well as a Newman club that facilitates Roman Catholic services and other fellowship activities with the help of St. Patrick's Church.

In the fall of 2002, the college celebrated the opening of the Milton B. Asbell Center for Jewish Life which fosters the development of Jewish life and learning at Dickinson College. The center serves a number of both dedicated and multiuse spaces for Shabbat services, education, fellowship, kosher meals, and public events. The center serves as the home base for our Hillel chapter.

Three meditation groups provide time for reflection and contemplation at various times throughout the week. Started in 2007, an Interfaith Group meets weekly to discuss topics that touch students of all faith and non-faith backgrounds. The fall of 2007 saw the reestablishment of a Prayer/Meditation Room in the ground floor of the Holland Union Building. This quiet space allows for reflection, prayer, and meditation for students, faculty, and staff.

Monthly leadership of all the student religious organizations gather through the Religious Life Council to discuss, support, and encourage religious awareness and celebrations on campus. In April 2008 the first Interfaith service weekend will occur to Philadelphia as students of various faith traditions serve, celebrate, and share their faith backgrounds with each other.

### COMMUNITY SERVICES ON CAMPUS

The Office of Religious Life and Community Services works to connect students with service opportunities both on campus and in the greater Carlisle community. In January and March of 2006, this office sponsored two trips to Mississippi for students who volunteered for relief work in the wake of Hurricane Katrina. On any given day of the week, you can see neighborhood children on campus with a Dickinson student who are in the Big/Little program. Community service is done through a host of student service groups, sororities and fraternities, religious life groups, in residence halls, and other student life groups. In the 2005-2006 school year, Dickinson College had given over 25,500 hours of direct service to the greater Carlisle community.

In 2007-2008, this office sponsored service trips to New York City, Wheeling West Virginia, Black River Jamaica, and New Orleans LA. Through reflection and service these popular trips encourage and challenge Dickinson students to engage and serve the world beyond the limestone walls. Spring 2008 will bring Community in Action as student organizations partner with local Carlisle residents to do home repairs for our neighbors nearby.

The CommServ staff (student community service groups) facilitate and coordinate over 200 students in weekly and intensive service through many local community partners. For more information on opportunities, service groups and community partners, please see the (Community Services Web site ).

## CAREER CENTER

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The Career Center provides comprehensive career services to all students and alumni, and specializes in helping students take advantage of the skills they develop through their liberal arts education. Students are encouraged to visit the Career Center throughout their four years at Dickinson to take advantage of all the opportunities available.

### CAREER COUNSELING AND DEVELOPMENT ACTIVITIES

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Services available include career counseling & assessment, resume writing & cover letter assistance, practice interviewing, alumni networking, and an extensive career library. Programs are held throughout the year in which students receive assistance in choosing a major, searching for an internship/job, applying to graduate/professional school or educating themselves about a particular career field. The Career Center sponsors a variety of programs that directly connect students and alumni for networking and information purposes including networking receptions and excursions to New York City, Washington, and other destinations. In addition to our office-based services, we offer an extensive Web site with lots of career information including career opportunities related to specific majors, international employment information, and an online alumni networking program, Dickinson Works.

### RECRUITING SERVICES

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A full recruiting program is available to seniors which includes on-campus interviews, job fairs, virtual job fairs, and special recruiting events. In addition to the on-campus recruiting program which attracts employers from government, business, educational, and nonprofit settings, the Career Center sponsors off-campus recruiting days in Boston, Chicago, New York, Philadelphia, and Washington, DC. Students can interview with employers from across the country that offer excellent starting positions for liberal arts graduates. We also sponsor an annual regional job fair with employers from PA, NJ, DC, MD, and VA. Students interested in the recruiting programs should work closely with the Career Center staff while preparing their resumes, cover letters, and other application materials. All recruiting services are computerized and students can research their career plans 24 hours a day.

### INTERNSHIPS AND FIELD EXPERIENCES

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At Dickinson, an internship is defined as "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.

Students are able to receive official college recognition for internships through a transcript notation. This is documentation on your transcript of completion of an internship and a corresponding reflective component. For more information, visit transcript notation.

*Credit Options:* Students in majors that require or allow internships to count toward the major can receive credit for an internship. Students in these majors should talk with their department in order to get credit. In addition, some study abroad programs allow internship credit. The credit process for these

internships is overseen by Global Ed. Students studying at The Washington Center and on the Baruch City University of New York program will also be able to get internship credit.

Students should read the weekly internship listserv e-mail and the Career Center Website for deadline dates. (All first years, sophomores, juniors and seniors receive the e-mail listserv unless they choose to be removed from the list).

It is strongly suggested that you contact the Career Center (717-245-1740) to set up an appointment as soon as possible to start working on internship plans.

## GRADUATE AND PROFESSIONAL SCHOOL ADVISING

Students planning to attend graduate or professional school should seek the advice of their academic advisor and other faculty members in addition to contacting the Career Center. Pre-professional advisors in the areas of law, business, engineering, and the health professions are available to assist students with the decision-making process. The pre-professional programs are designed to support students in planning a curriculum and other experiences which will enhance their potential for successful entry into graduate or professional school. These programs also afford numerous opportunities for students to participate in informative workshops, lectures, and activities which complement the academic component of their pre-professional experience. Students pursuing these fields are encouraged to meet regularly with their pre-professional advisor and the Graduate and Professional Studies Advisor in the Career Center.

Career Center services that assist students in their graduate and professional school search include: a library of graduate and professional school materials, information on preparatory courses on standardized tests, and counseling and assistance with applications and school selection. In addition, the Career Center sponsors an annual graduate school fair which brings a variety of law, health-related, and other graduate programs to campus.

## ARTICULATION AGREEMENTS WITH GRADUATE AND PROFESSIONAL PROGRAMS

Dickinson College maintains articulation agreements with several graduate and professional programs. Under these agreements Dickinson students have an advantage in the admissions process; Dickinson students who meet the requirements stated in the agreements will be admitted to the programs.

### THE UNIVERSITY OF EAST ANGLIA

Master of Arts programs in the Humanities from their School of English and American Studies, School of Development Studies, School of Music, and School of World Art Studies and Museology, among others.

### DICKINSON COLLEGE/PENNSYLVANIA STATE UNIVERSITY DICKINSON SCHOOL OF LAW

Joint Baccalaureate and Law Degree Program

### RENSSELAER POLYTECHNIC INSTITUTION AND CASE WESTERN UNIVERSITY.

Binary engineering programs

### DIRECT ADMISSION AGREEMENT WILLIAM E. SIMON GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF ROCHESTER

Master of Business Administration Program

# BOARD OF TRUSTEES

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## OFFICERS

Jennifer Ward Reynolds '77, B.A., M.B.A.  
 Thomas L. Kalaris '76, B.A., M.B.A.  
 Ann M. Dykstra, B.A., M.A., Ph.D.  
 Norm J. Jones, B.A., M.P.A.  
 Annette Smith Parker, '73, B.A., M.B.A.  
 David S. Walker, B.A., M.S.

*Chair*  
*Vice Chair*  
*Secretary*  
*Assistant Secretary*  
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*Assistant Treasurer*

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 Sidney D. Kline, Jr., '54, B.A., LL.B.  
 M. Charles Seller, '55, B.A., M.A.

*Chairman Emeritus*  
*Chairman Emeritus*  
*Secretary Emeritus*

## MEMBERS OF THE BOARD

First Elected      *Ex Officio*

1999      William G. Durden '71, B.A., M.A., Ph.D., President of the College, Carlisle Pa.  
 2005      Brian C. Kamoie '93, B.A., J.D., Past President, Alumni Council; Professor, George Washington University, Washington, D.C.  
 2007      Peter H. Reilly '88, B.A., M.S., President, Alumni Council; Senior Vice President, William Gallagher Associates, West Chester Pa.

## EMERITUS MEMBERS

First Elected

1987      Katharine E. Bachman '75, B.A., J.D., Sr. Partner, Wilmer Cutler Pickering Hale & Dorr, Boston, Mass.  
 1981;      Robert M. Brasler '58, Chairman, Brasler Properties. Philadelphia Pa.  
 2008  
 1990      Philip C. Capice '52, B.A., M.A., Retired President and Chief Executive Officer, Raven's Claw Productions, Inc., Los Angeles Calif.  
 1978      Henry D. Clarke, Jr. '55, Managing Member, Flamevine Management Advisors LLC, Vero Beach, Fla.  
 1959      John Milton Davidson '33, B.A., M.Ed., Retired Sales and Management Consultant, O'Haret Co. and C. D. Stewart Associates, Audubon Pa.  
 1991      H. Chace Davis, Jr. '50, B.A., Retired Managing Director, Chapin, Davis, and Company, Inc., Baltimore, Md.  
 1993      Louise Hauer Greenberg '54, B.S., M.A., Ph.D., Vice President, Ruderfer and Company, Inc., Carlisle, Pa.  
 1997      George C. Hering III '53, B.A., LL.B., Retired Senior Partner, Morris, James, Hitchens & Williams, Wilmington, Del.  
 1996      R. Lee Holz '57, B.A., LL.B., Founder/Director, Cat Rescue, Inc.; Retired Vice President and General Counsel, Aluminum Company of America, Baden, Pa.  
 1986      Paulette Goerig Katzenbach '68, B.A., Los Angeles, Calif.  
 1984      Constance W. Klages '56, B.A., President, International Management Advisors, Inc., New York, N.Y.

- 1979 Sidney D. Kline, Jr. '54, B.A., LL.B., Counsel, Stevens & Lee, Reading, Pa.  
 1998 John M. Kohlmeier '56, B.A., M.B.A., D.B.A., Professor of Info Systems, DePaul University, School of Accountancy, Chicago Ill.  
 1994 Eleanor Pocius Merrill '55, B.A., Chairman, *The Washingtonian*, Capital-Gazette Communications, Inc., Washington, D.C.  
 1983 John F. Peters '52, B.A., President, Peters Orchard, Gardners, Pa.  
 1958 Edward C. Raffensperger '36, B.S., M.D., Emeritus Professor of Medicine, Hospital of the University of Pennsylvania, Philadelphia, Pa.  
 1985 Rosalyn K. Robinson '68, B.A., J.D., Judge, Court of Common Pleas, First Judicial District of Pennsylvania, Philadelphia, Pa.  
 1982 Otto E. Roethenmund, B.A., President, Inter-Nation Capital Management Corporation, New York, N.Y.  
 2005 Samuel G. Rose '58, B.A., LL.B., Partner, Greenebaum & Rose Associates, Washington, D.C.  
 1991 Lawrence J. Schoenberg, B.A., M.B.A., Retired Founder and Chief Executive Officer, AGS Computers, Inc., Longboat Key, Fla.  
 1997 Bennett M. Shapiro '60, B.S., M.D., Retired Executive Vice President, Merck & Company, New York, N.Y.  
 1982 Inge Paul Stafford '58, B.A., M.A.T., M.A., Ed.D., Retired Licensed Psychologist, Essex Fells, N.J.  
 1995 Paul L. Strickler '51, B.A., Retired Executive Vice President, Sprint/United Telephone-Eastern, Carlisle, Pa.  
 1971; Emil R. Weiss '53, B.A., M.B.A., Retired Chairman, Weiss Pollack Capital Management,  
 1979 Inc., New York, N.Y.  
 1988 Robert J. Wise '53, B.A., Retired President, Keypoint Corporation, Berwick, Pa.

#### TERM EXPIRES 2009

##### First Elected

- 2005 Frank E. James III '79, B.A., Writer, *Chicago Tribune* Washington Bureau, Washington, D.C.  
 2001 Thomas L. Kalaris '76, B.A., M.B.A., Chief Executive Officer, Americas, Barclays Wealth Management, London, England  
 1998 William P. Lincke '73, B.A., J.D., Partner, Beatty Lincke, West Chester, Pa.  
 2005 Kellie L. Newton '81, B.A., J.D., Partner, McKenna Long & Aldridge LLP, Washington, D.C.  
 1994 Stuart M. Rosen '62, B.A., LL.B., Partner, Weil, Gotshal & Manges, New York, N.Y.  
 2006 Frank M. Sands '60, B.A., M.B.A., President and CIO, Sands Capital Management, Inc., Arlington, Va.  
 2005 R. F. Shangraw Jr. '81, B.A., M.P.A., Ph.D., Vice President for Research and Economic Affairs, Arizona State University, Tempe, Ariz.  
 2005 Craig C. Weeks '77, B.A., M.I.M., Senior Vice President, JP Morgan Chase Bank, New York, N.Y.

#### TERM EXPIRES 2010

##### First Elected

- 2002 Wynne Stuart Amick '62, B.A., Former Analyst, National Security Agency, Newtown, Pa.  
 2006 Eric Denker '75, B.A., M.A., Ph.D., Senior Lecturer, National Gallery of Art; Curator of Prints, The Corcoran Gallery of Art; Adjunct Professor, Georgetown University, Washington, D.C.



- 2004 \*Ruth A. Ferguson '92, B.A., M.B.A., Vice President, Senior Human Resources Generalist for Global Research and Global, F&O Human Resources, J. P. Morgan Chase and Co., New York, N.Y.
- 1986 John C. Goodchild Jr. '67, B.A., M.B.A., Director of Marketing, Cancer Treatment Centers of America, Philadelphia, Pa.
- 1998 David C. Meade '62, B.A., OTMA, Retired Major General, United States Army, Vero Beach, Fla.
- 2006 Chad A. Mirkin '86, B.S., Ph.D., Professor, Northwestern University, Evanston, Ill.
- 2006 William L. Mueller, Esq. '73, B.A., J.D., General Counsel, The Viking Group, Cherry Hill, N.J.
- 1990 I. David Paley '61, B.A., Investor, Madison Partners, New York, N.Y.

TERM EXPIRES 2011

First Elected

- 2004 Michael A. Bloom '69, B.A., J.D., Senior Partner, Morgan, Lewis & Bockius LLP, Philadelphia, Pa.
- 2008 James D. Chambers '78, B.A., OTMA, MBA, Principal, Conundrum Capital Partners, Annapolis, Md.
- 2003 John F. Cregan '77, B.A., President, Hotchkiss Associates, Chicago, Ill.
- 2008 Carol Campbell Haislip '79, B.A., M.B.A., Director/Co-founder, The International School of Protocol, Monkton, Md.
- 2004 Margaret S. Lindsay '73, B.A., M.B.A., Executive Vice President, Fiduciary Trust Company International, New York, N.Y.
- 2008 Susan Wyckoff Pohl, B.A., Community Volunteer, Seattle, Wash.
- 1998 Michele Mahoney Richardson '85, B.A., Managing Director - Babson Capital Management, New York, N.Y.
- 2007 Carol Jones Saunders '62, B.A., M.A., Retired French Instructor, American University, McLean, Va.
- 2003 Sylvia J. Smith '73, B.A., M.A., Principal Architect, FX Fowle Architects, PC, New York, N.Y.
- 1991 C. Stewart W. Spahr '69, B.A., Retired Assistant Vice President, Personal Banker, Allegiance Bank of North America, Newtown Square, Pa.

TERM EXPIRES 2012

First Elected

- 1993 Carolyn Wherly Cleveland '60, B.S., Retired Financial Manager, Greenwich Arts Council, Greenwich, Conn.
- 1978; 1984 John J. Curley '60, B.A., M.S., Professor of Communications & Distinguished Professional-in-Residence, Penn State University, College of Communications; Retired CEO and Chairman of the Board, Gannett Co., Inc., Potomac, Md.
- 1993 Sherwood D. Goldberg '63, B.A., M.A., J.D., Senior Advisor, Asian Affairs, Center for Naval Analysis and Civilian Aid to the Secretary of the Army, Washington, D.C.
- 2008 The Honorable John E. Jones III '77, B.A., J.D., U. S. District Judge, Middle District of PA, Williamsport, Pa.
- 2008 Ms. Julie I. Johnson '82, B.A., M.A., M.S., Distinguished Chair for Museum Leadership, Science Museum of Minnesota, St. Paul, Minn.
- 2004 Amy L. Nauiokas '94, B.A., M.A., Private Investor; Barclay's Stockbrokers, Barclays Capital, London, England

- 2000 Jennifer Ward Reynolds '77, B.A., M.B.A., Principal, Ward Development Group, Baltimore, Md.
- 1990 Marc I. Stern '65, B.A., M.A., J.D., Vice Chairman, The TCW Group, Inc., Los Angeles, Calif.
- 2004 R. David Wechsler '93, B.A., Clean Tech and Software Entrepreneur, Boston, Mass.

\*Alumni Trustee

## FACULTY

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### **Richard L. Abrams**

*Assistant Professor of Psychology (2002).* B.A., Trinity College, 1980; Ph.D., University of Washington, 2000.

### **Mark C. Aldrich**

*Associate Professor of Spanish; Director of the Dickinson Semester/Year Malaga Program, 2007-09 (1991).* B.A., Hamilton College, 1981; M.A., Ph.D., University of Massachusetts, 1991.

### **Suman Ambwani**

*Assistant Professor of Psychology (2008).* B.A., Macalester College, 2003; M.S., Texas A&M University, 2005; Ph.D., 2008.

### **Hiroe Aoto**

*Visiting International Scholar in East Asian Studies (2006).*

### **Thomas M. Arnold** (on leave Fall 2007)

*Associate Professor of Biology (2003).* B.A., St. Mary's College of Maryland, 1993; Ph.D., University of Delaware, 1998.

### **Todd Arsenault**

*Assistant Professor of Art (2007).* B.A., Dickinson College, 1999; M.F.A., Rhode Island School of Design, 2003.

### **Sarah D. Bair** (on leave Fall 2008)

*Assistant Professor of Education (2004).* B.A., Albright College, 1987; M.A., Shippensburg University, 1992; Ph.D., The Pennsylvania State University, 2001.

### **David M. Ball**

*Assistant Professor of English (2007).* B.A., Stanford University, 1998; M.A., Princeton University, 2003; Ph.D., 2007.

### **Jeremy R. Ball**

*Assistant Professor of History (2005).* B.A., Boston College, 1994; M.A., Yale University, 1998; Ph.D., University of California, Los Angeles, 2003.

### **Teresa A. Barber**

*Associate Professor of Psychology (1993).* B.A., California State University at Fresno, 1979; M.A. University of California at Berkeley, 1984; Ph.D., 1987. *Dickinson Award for Distinguished Teaching, 2007-2008.*

### **Charles A. Barone**

*Professor of Economics (1975).* B.A., American University, 1971; Ph.D., 1978.

**Elise Bartosik-Vélez** (on leave 2007-08)

*Assistant Professor of Spanish* (2003). B.A., University of California at San Diego, 1987; Masters in Pacific International Affairs, University of California at San Diego, 1990; M.A., University of Illinois at Urbana-Champaign, 1997; Ph.D., 2003.

**Alex Bates**

*Assistant Professor of Japanese Language and Literature* (2006). B.A., Brigham Young University, 1998; M.A., University of Michigan, 2001; Ph.D., 2006.

**Catherine A. Beaudry** (on leave Spring 2008)

*Associate Professor of French* (1987). B.A., Catholic University, 1975; M.A., Columbia University, 1980; M. Phil., 1985; Ph.D., 1987.

**Blanka Bednarz** (on leave 2007-08)

*Assistant Professor of Music* (2002). B.Mus., University of Kansas, 1994; M.Mus., New England Conservatory, 1997; D.M.A., 2007.

**William K. Bellinger**

*Associate Professor of Economics* (1981). B.A., Michigan State University, 1972; M.S., Cornell University, 1975; Ph.D., Northwestern University, 1985.

**Shawn M. Bender**

*Assistant Professor of East Asian Studies* (2006). B.A., University of Minnesota, 1992; M.A., University of California at San Diego, 1996; Ph.D., 2003.

**Sukant Bhattacharya** (on leave 2008-09)

*Assistant Professor of International Business and Management* (2007). Diploma, Indian School of Labour Education, Chennai, 1995; B.Com., University of Calcutta, 1997; M.B.A., Jadavpur University, 2000; M.Com., Bond University, 2002; Ph.D., 2004.

**Christopher J. Bilodeau**

*Assistant Professor of Early American History* (2006). B.A., University of Vermont, 1991; M.A., Brown University, 1994; M.A., Columbia University, 1998; Ph.D., Cornell University, 2006.

**Dennis C. Blair**

*Omar Bradley Chair in Strategic Leadership* (2007-08). B.S., U.S. Naval Academy, 1967; M.A., Oxford University, 1971.

**Leon F. Blosser**

*Visiting Instructor in Arabic* (2007). B.A., Elizabethtown College, 1962; B.D., Reformed Episcopal Seminary, 1962.

**Michael Blue**

*Visiting Assistant Professor of International Business and Management* (2008). B.S., University of Wisconsin–Stevens Point, 1972; M.S., Boston University, 1974; M.S., University of Wisconsin–Madison, 1977; Ph.D., University of Idaho, 1990.

**Jennifer Blyth**

*Associate Professor of Music* (1997). B. Mus., Western Australia Conservatorium of Music, 1990; M. Mus., Eastman School of Music, 1993; D. Mus., 1997.

**Scott M. Boback**

*Assistant Professor of Biology* (2007). B.A., Ripon College, 1991; M.A., University of North Colorado, 1995; Ph.D., Auburn University, 2005.

**Rachel Boggia**

*Visiting Assistant Professor of Dance* (2006-08). B.S., Cornell University, 2000; M.F.A., Ohio State University, 2003.

**Paola Bonifazio**

*Visiting Instructor in Italian (2008)*. B.A., Università Cattolica of Milan, 2000; M.A., University of Pittsburgh, 2003.

**Marcelo Borges** (on leave 2008-09)

*Associate Professor of History (1997)*. Licenciado en Historia, Universidad Nacional de La Plata, 1988; Profesor en Historia, 1988; Ph.D., Rutgers University, 1997.

**Russell Bova**

*Professor of Political Science (1982)*. B.A., State University of New York at Buffalo, 1977; M.A., Indiana University, 1980; Ph.D., 1985.

**Robert J. Boyle** (on leave Spring 2009)

*Associate Professor of Physics and Astronomy (1981)*. B.A., Princeton University, 1971; M.Phil., Yale University, 1976; Ph.D., 1981.

**Grant W. Braught**

*Associate Professor of Computer Science (1997)*. B.S., Dickinson College, 1990. M.S., Pennsylvania State University, 1995; Ph.D., Nova Southeastern University, 2005.

**Anthony Cervino**

*Assistant Professor of Studio Art (2006)*. B.F.A., University of North Carolina, 1997; M.F.A., Towson University, 2003.

**Sha'an Chilson**

*Visiting Assistant Professor of English and Director of Writing (2003)*. B.A., Webster University, 1989; M.F.A., University of Arkansas, 1996.

**Walter Chromiak**

*Associate Professor of Psychology; Associate Provost of the College (1979)*. B.A., Temple University, 1974; Ph.D., 1979.

**Alexandra Collier**

*Visiting Assistant Professor of Italian (2008)*. B.A., Hunter College-CUNY, 1993; M.A., New York University, 1998; Ph.D., 2005.

**David D. Commins** (on leave 2008-09)

*Professor of History, Benjamin Rush Chair in the Liberal Arts and Sciences (1987)*. B.A., University of California at Berkeley, 1976; Ph.D., University of Michigan, 1985.

**Eva Maria Copeland**

*Assistant Professor of Spanish (2005)*. B.A., Colgate University, 1994; M.A., State University of New York at Stony Brook, 1998; Ph.D., 2004.

**Daniel G. Cozort** (on partial leave 2008-09)

*Associate Professor of Religion (1988)*. B.A., Brown University, 1976; M.A., University of Virginia, 1983; Ph.D., 1989.

**R. David Crouch, Jr.**

*Associate Professor of Chemistry (1994)*. B.A., Duke University, 1978; M.S., Shippensburg University, 1985; M.A., Johns Hopkins University, 1988; Ph.D., 1991.

**Adrian Cruz**

*Visiting Instructor in Sociology (2007-08)*. B.A., University of Texas-Pan American, 1997; M.S., 2001.

**Pauline P. Cullen** (on leave Fall 2007)

*Assistant Professor of Sociology (2003)*. B.A., St. Patrick's College of Maynooth (Ireland); M.A., jointly with National University of Ireland, University of Bath, and University of Tilburg (Netherlands), 1991; M.A., SUNY at Stony Brook, 1997; Ph.D., 2003.

**Ward L. Davenney**

*Associate Professor of Art (1992).* B.F.A., San Francisco Art Institute, 1977; M.F.A., Yale University, 1982.

**Sylvie G. Davidson** (on leave Fall 2007)

*Professor of Romance Languages and Literatures; The John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in Global Education; Director of the Dickinson College Center in Toulouse, Spring 2009 (1979).* Licence-ès-Lettres, Université de Montpellier, 1967; Maîtrise d'Italien, 1968; Doctorat ès Lettres, 1978. *Ganoe Award for Inspirational Teaching, 1995-1996; Dickinson Award for Distinguished Teaching, 2004-2005.*

**Margaret I. Davis** (on leave 2008-09)

*Assistant Professor of Psychology (2005).* B.A., University of Illinois, 1993; M.A., DePaul University, 1999; Ph.D., 2001.

**Neil J. Diamant**

*Associate Professor of Asian Law and Society (2002).* B.A., Hebrew University of Jerusalem 1988; M.A., University of Washington, 1991; Ph.D., University of California at Berkeley, 1996.

**Barbara A. Diduk**

*Charles A. Dana Professor of Art (1980).* B.A., College of William and Mary, 1973; M.F.A., University of Minnesota, 1978. *Dickinson Award for Distinguished Teaching, 1999-2000.*

**Mara E. Donaldson** (on leave 2008-09)

*Professor of Religion (1990).* B.A., Wilson College, 1971; M.A., Vanderbilt University, 1974; Ph.D., Emory University, 1984. *Dickinson Award for Distinguished Teaching, 1998-1999. Ganoe Award for Inspirational Teaching, 2000-2001.*

**Kenneth E. Downer**

*Professor of Military Science (2007-08).* B.A., College of William and Mary, 1986; M.A., Webster University, 1998; Lieutenant Colonel, Infantry, U.S. Army.

**William G. Durden**

*President of the College, Lemuel T. Appold Foundation Chair, Professor of German and of Education (1999).* B.A., Dickinson College, 1971; M.A., Johns Hopkins University, 1974; Ph.D., 1977.

**Lucile Duperron** (on leave 2007-08)

*Assistant Professor of French (2000; 2002).* B.A., Université Lumière-Lyon, 1988; M.A., 1991; M.A., University of Illinois at Urbana-Champaign, 1997; Ph.D., 2003.

**Elena Dúzs**

*Associate Professor of Russian (1997).* M.A., Moscow State University, 1985; M.A., Ohio State University, 1988; Ph.D., 1996.

**Phillip J. Earenfight** (on leave 2007-08)

*Director of the Trout Gallery, Associate Professor of Art and Art History (2002).* B.A., University of Washington, 1985; M.A., Rutgers University, 1990; Ph.D., 1999.

**Adrienne M. Eckstein**

*Professor of Military Science (2008).* B.S., United States Military Academy at West Point, 1989; M.S., University of Washington, 1997; Lieutenant Colonel, Civil Engineering, U.S. Army.

**Douglas E. Edlin** (on leave Fall 2008)

*Associate Professor of Political Science (2004).* B.A., Hobart College, 1988; M.A., University of Pennsylvania, 1990; J.D., Cornell Law School, 1993; Ph.D., Oxford University, 2002. *Ganoe Award for Inspirational Teaching, 2007-2008.*

**Benjamin R. Edwards** (on leave Fall 2008)

*Associate Professor of Geology (2002).* B.A., Carleton College, 1989; M.S., University of Wyoming, 1993; Ph.D., University of British Columbia, 1997.

**Neil Efrid**

*Visiting Assistant Professor of International Business and Management (2007-08)*. B.S., U.S. Military Academy, 1964; M.A., Duke University, 1973; M.B.A., 1978; Ph.D., George Washington University, 1986.

**Abdeslam El Farri**

*Visiting Assistant Professor of Arabic Studies (2008)*. B.A., Ibn Tofail University, Kenitra, Morocco, 1992; M.A., 2000; Ph.D., University of Louisiana, 2007.

**James G. Ellison**

*Assistant Professor of Anthropology (2005)*. B.A., Michigan State University, 1987; M.A., University of Florida, 1990; Ph.D., 1999.

**Kjell I. Enge** (on leave Fall 2007)

*Associate Professor of Anthropology (1984)*. B.A., Northeastern University, 1964; Ph.D., Boston University, 1981.

**Lars Q. English** (on leave 2007-08)

*Assistant Professor of Physics (2003)*. B.S., Denison University, 1996; M.S., Cornell University, 1999; Ph.D., 2003.

**Stephen E. Erfle**

*Associate Professor of International Business and Management (1989)*. B.S., University of California at Davis, 1977; B.A., 1977; M.A., Harvard University, 1981; Ph.D., 1983.

**Andrew Farrant**

*Assistant Professor of Economics (2005)*. B.S., University of London, 1996; M.A., George Mason University, 1998; Ph.D., 2003.

**Amy E. Farrell** (on leave 2008-09)

*Professor of American Studies and Women's Studies (1991)*. B.A., Ohio University, 1985; M.A., University of Minnesota, 1988; Ph.D., 1991. *Dickinson Award for Distinguished Teaching*, 2005-06.

**Susan M. Feldman** (on leave Spring 2009)

*Professor of Philosophy (1980)*. B.A., Case Western Reserve University, 1974; M.A., 1976; M.A., University of Rochester, 1978; Ph.D., 1980.

**Ashley P. Finley** (on leave 2008-09)

*Assistant Professor of Sociology (2003)*. B.A., University of Nebraska, 1995; M.A., University of Iowa, 1997; Ph.D., 2003.

**Jeffrey S. Forrester**

*Assistant Professor of Mathematics (2006)*. B.A., Alfred University, 1992; M.S., State University of New York at Binghamton, 1996; Ph.D., 2001.

**Richard J. Forrester**

*Associate Professor of Mathematics (2002)*. B.A., Alfred University, 1995; M.S., Clemson University, 1997; Ph.D., 2002.

**Carol E. Fox**

*Visiting Assistant Professor of Spanish (2007)*. B.A., DePauw University, 1965; M.A., University of Illinois-Champaign-Urbana, 1967; Ph.D., 1976.

**Christopher A. Francese**

*Associate Professor of Classical Languages (1996)*. B.A., Oberlin College, 1987; M.A., University of Texas at Austin, 1989; Ph.D., 1993.

**Michael J. Fratanuono** (on leave Fall 2007)

*Associate Professor of International Studies, Business and Management (1988)*. B.A., Brown University, 1974; M.A., University of Rhode Island, 1982; Ph.D., University of Washington, 1988. *Dickinson Award for Distinguished Teaching*, 2004-2005; *Ganoe Award for Inspirational Teaching*, 2005-06.

**Jennifer Froelich**

*Instructor in Mathematics (2008)*. B.S., University of North Dakota, 2003; M.S., University of Iowa, 2004.

**Margaret G. Frohlich**

*Visiting Assistant Professor of Spanish (2007)*. B.A., University of Colorado-Denver, 2001; Ph.D., Stony Brook University, 2006.

**Wenyuan Gao**

*Visiting International Scholar in East Asian Studies (2008)*.

**Giuseppe Gazzola**

*Visiting Instructor in Italian (2007-08)*. Laurea in Lettere e Filosofia, Università degli Studi di Genova, 1995; M.A., University of Notre Dame, 1999.

**Judy A. Gill**

*Instructor in English, Director of the Writing Center (1984)*. B.A., University of Arizona, 1965; M.A., Cornell University, 1969. *Dickinson Academic Professional Award, 1999-2000*.

**Stephanie Gilmore**

*Assistant Professor of Women's Studies (2008)*. B.A., University of Alabama, 1993; M.A., University of Memphis, 1997; Ph.D., Ohio State University, 2005.

**Paul R. Gleed**

*Assistant Professor of English (2008)*. B.A., Lancaster University, 1999; M.A., State University of New York at Binghamton, 2001; Ph.D., 2006.

**Laura G. Grappo**

*Instructor in American Studies (2008)*. B.A., Wesleyan University, 2001; M.A., Yale University, 2005; M.Phil., 2006.

**Philip T. Grier** (on leave Spring 2008)

*Thomas Bowman Professor of Religion and Philosophy (1980)*. B.A., Swarthmore College, 1964; M.A., Balliol College, Oxford, 1966; Ph.D., University of Michigan, 1972.

**Kirsten A. Guss**

*Associate Professor of Biology, John R. & Inge Paul Stafford Chair in Bioinformatics (2001)*. B.A., Gettysburg College, 1989; Ph.D., Carnegie Mellon University, 1997.

**Catrina M. Hamilton-Drager**

*Assistant Professor of Physics and Astronomy (2006)*. B.A., Mount Holyoke College, 1991; M.S., Arizona State University, 1994; Ph.D., Wesleyan University, 2003.

**Kamaal Haque**

*Visiting Assistant Professor of German (2008)*. B.A., Drew University, 1997; M.A., Washington University in St. Louis, 2000; Ph.D., 2006.

**Amy L. Harper**

*Visiting Assistant Professor of Biology (2007)*. B.S., Juniata College, 1997; Ph.D., The Pennsylvania State University, 2003.

**Sherry Harper-McCombs**

*Associate Professor of Theatre (1999)*. B.A., Averett College, 1986; M.F.A., Virginia Commonwealth University, 1992.

**Michael K. Heiman** (on leave Spring 2008)

*Professor of Environmental Studies and Geography (1989)*. B.S., State University of New York at Stony Brook, 1971; M.S., Cornell University, 1975; M.A., University of California at Berkeley, 1978; Ph.D., 1983.



**Lynn E. Holding**

*Associate Professor of Music (1993)*. Artist Diploma, Indiana University, 1988; M.M. in Vocal Pedagogy, Westminster Choir College of Rider University, 2005.

**Marie Helweg-Larsen**

*Associate Professor of Psychology (2002)*. B.A., California State University - Northridge, 1989; M.A., University of California - Los Angeles, 1990; Ph.D., 1994.

**John H. Henson** (on leave Fall 2007)

*Charles A. Dana Professor of Biology (1989)*. B.A., University of Virginia, 1979; M.S., Florida State University, 1983; Ph.D., Harvard University, 1989.

**Pamela J. Higgins** (on leave Fall 2007)

*Assistant Professor of Chemistry (2002)*. B.S., DeSales University, 1992; Ph.D., University of Notre Dame, 2000.

**Ann M. Hill**

*Professor of Anthropology (1986)*. B.A., Columbia University, 1971; M.A., University of Iowa, 1974; Ph.D., University of Illinois, 1982.

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*Visiting Assistant Professor of Geology (2008)*. B.S., Eastern Illinois University, 2000; M.S., Rensselaer Polytechnic Institute, 2004; Ph.D., 2005.

**James M. Hoefler**

*Professor of Political Science (1989)*. B.S., Syracuse University, 1977; M.A., State University of New York at Buffalo, 1987; Ph.D., 1988. *Dickinson Award for Distinguished Teaching, 2003-04*.

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*Professor of Chemistry, Alfred Victor duPont Chair in Chemistry (1989)*. B.S., Allegheny College, 1980; Ph.D., Colorado State University, 1985.

**Anna E. Hudson**

*Visiting Instructor in French (2005)*. B.A., Millersville University, 1976; M.A., University of California at Santa Barbara, 1987.

**Kristi J. Humphreys**

*Assistant Professor of Chemistry (2007)*. B.S., University of Washington, 1994; M.A., Johns Hopkins University, 1996; Ph.D., 2002.

**David P. Jackson**

*Associate Professor of Physics and Astronomy (2001)*. B.S., University of Washington, 1989; M.A., Princeton University, 1991; Ph.D., 1994.

**Grace L. Jarvis**

*Senior Lecturer in Spanish (1972)*. B.A., DePauw University, 1966; M.A., University of Missouri, 1969; Thunderbird, Advanced Certificate in International Management, 1998.

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*Associate Professor of International Business and Management; John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in International Studies, Business and Management, (1997)*. B.S., Zhejiang University, 1983; M.S., Huazhong University of Science and Technology, 1986; Ph.D., George Mason University, 1998.

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*Visiting International Scholar in East Asian Studies (2006-08)*.

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**Carol Ann Johnston** (on leave 2008-09)

*Associate Professor of English, Martha Porter Sellers Chair of Rhetoric and the English Language (1990).* B.A., Baylor University, 1978; M.A., 1980; M.A., Harvard University, 1983; Ph.D., 1992.

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*Assistant Professor of Judaic Studies (2005).* B.A., Hebrew University, 1982; M.A., University of California at Berkeley, 1984; Ph.D., 2005.

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*Visiting Instructor in Political Science (2007).* B.A., Stetson University, 2001.

**Marcus M. Key, Jr.**

*Professor of Geology; Director of the Dickinson Science Program in England, 2008-10 (1989).* B.S., University of Texas at Austin, 1983; M.Phil., Yale University, 1986; Ph.D., 1988. *Ganoe Award for Inspirational Teaching, 2004-2005.*

**Karen Lordi Kirkham**

*Associate Professor of Theatre (1999).* B.A., Rutgers University, 1989; M.F.A., Yale University, 1992; D.F.A., 1997.

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*Assistant Professor of Economics (2003).* B.S., Bogazici University-Turkey, 1996; Ph.D., University of Utah, 2003.

**Sinan Koont**

*Associate Professor of Economics (1986).* B.A., Park College, 1963; M.S., University of Arkansas, 1966; Ph.D., University of Wisconsin at Madison, 1972; Ph.D., University of Massachusetts, 1987.

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*Associate Professor of Mathematics (1998).* B.A., Columbia University, 1989; M.A., 1992; Ph.D., University of North Carolina, 1998.

**David L. Kranz** (on leave 2008-09)

*Professor of English and Film Studies (1979); Regional Director of Major Gifts (1994-1997).* B.A., Princeton University, 1964; M.A., University of California at Berkeley, 1971; Ph.D., 1977.

**Kazuyo Kubo**

*Visiting Instructor in Sociology (2007-08).* B.A., University of Minnesota, 1995; M.A., 1999.

**Barry X. Kuhle**

*Visiting Assistant Professor of Psychology (2006).* B.A., Binghamton University, 1997; Ph.D., University of Texas at Austin, 2002.

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*Assistant Professor of Biology (2003).* B.S., Haverford College, 1993; Ph.D., University of Pennsylvania, 1998.

**W. Lance Landauer**

*Visiting Assistant Professor of Education (2001).* B.S., Shippensburg University, 1966; M.Ed., 1967; D.Ed., University of Pennsylvania, 1982.

**Stephanie G. Larson**

*Professor of Political Science (1992).* B.A., University of Central Florida, 1981; M.S., Florida State University, 1983; Ph.D., 1987. *Dickinson Award for Distinguished Teaching, 2006-07.*

**James B. Lartin-Drake**

*Technical Director for the Mermaid Players (1974).* B.A., Dickinson College, 1970.

**Dominique Laurent**

*Associate Professor of French (1995).* Licence, Universite Catholique de Louest, 1978; M.A., Vanderbilt University, 1985; Ph.D., Pennsylvania State University, 1996.

**Elizabeth Lee**

*Assistant Professor of Art History (2006)*. B.A., Wake Forest University, 1990; M.A., University of Minnesota, 1993; Ph.D., Indiana University, 2002.

**Helene Kim Lee**

*Consortium for Faculty Diversity Fellow (2008)*. B.A., Cornell University, 1997; M.A., University of California, Santa Barbara, 2003.

**Christopher W. Lemelin**

*Assistant Professor of Russian (2001)*. B.A., Yale College, 1987; M.A., Yale University, 1994; Ph.D., 2003.

**Elizabeth C. Lewis**

*Assistant Professor of Education (2008)*. B.A., Syracuse University, 1993; M.S., 1996; Ph.D., 2008.

**Karen T. Lewis**

*Visiting Assistant Professor of Physics (2007)*. B.S., University of Wisconsin; Ph.D., The Pennsylvania State University, 2005.

**Andrea B. Lieber**

*Associate Professor of Religion, Sophia Ava Asbell Chair in Judaic Studies (1998)*. B.A., Vassar College, 1989; M.A., Columbia University, 1993; M.Phil., 1995; Ph.D., 1998.

**Brian Lins**

*Visiting Assistant Professor of Mathematics (2007-08)*. B.S., College of William and Mary, 2001; Ph.D., Rutgers University, 2007.

**Carol C. Loeffler**

*Associate Professor of Biology (1988)*. B.A., Smith College, 1982; Ph.D., Cornell University, 1992.

**John P. MacCormick**

*Assistant Professor of Computer Science (2007)*. B.A., University of Cambridge, 1993; M.S., University of Auckland, 1996; Ph.D., University of Oxford, 2000.

**Ian Andrew MacDonald**

*Assistant Professor of French; Director of the Dickinson College Center in Toulouse, Fall 2008 (2006)*. B.A., Mount Allison University, 1993; M.A., University of Colorado at Boulder, 1996; Ph.D., 2004.

**Christofilis Maggidis**

*Christopher Roberts Chair in Archaeology; Associate Professor of Classical Studies (2001)*. B.A., University of Athens, 1988; Ph.D., University of Pennsylvania, 1994.

**Chauncey Maher**

*Visiting Assistant Professor of Philosophy (2008)*. B.A., University of Maryland, 2001; M.A., University of Chicago, 2002; Ph.D., Georgetown University, 2007.

**Nicoletta Marini-Maio**

*Assistant Professor of Italian (2007)*. B.A., University of Perugia, Italy, 1986; M.A., University of Rome, 1998; M.A., University of Pennsylvania, 2001; Ph.D., 2006.

**Rebecca E. Marquis**

*Assistant Professor of Spanish and Portuguese (2003)*. B.A., Dickinson College, 1995; M.A., Indiana University, 1997; 2000; Ph.D., 2006.

**Robert J. Massa**

*Vice President for Enrollment Management and College Relations; Professor of Education (1999)*. B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**Marc Mastrangelo** (on leave 2007-08)

*Associate Professor of Classical Studies (1997)*. B.A., Amherst College, 1985; M.A., Wadham College, Oxford University, 1988; M.A., Brown University, 1995; Ph.D., 1996.

**Sarah McGaughey**

*Assistant Professor of German (2007)*. B.A., Smith College, 1997; M.A., Washington University-St. Louis, 1999; Ph.D., 2005.

**Edward A. McPhail**

*Associate Professor of Economics (1998)*. B.A., Washington University, 1986; M.A., University of Virginia, 1989; Ph.D., University of Massachusetts-Amherst, 2001.

**Akiko Meguro**

*Lecturer of Japanese Language (2003)*. B.A., Tohoku University, 1994; M.A., 1996.

**Nancy C. Mellerski**

*Professor of French and Film Studies (1977)*. B.A., State University of New York at Binghamton, 1966; M.A., University of Toronto, 1968; Ph.D., University of Chicago, 1980.

**Heather Merrill**

*Associate Professor of Anthropology and Geography (2000)*. B.A., New York University, 1981; M.A., Columbia University, 1985; M.A., University of Chicago, 1992; M.A., University of California at Berkeley, 1995; Ph.D., 1999.

**Edward P. Merwin**

*Part-time Assistant Professor of Religion and Coordinator of the Hillel Program, Director of The Milton B. Asbell Center for Jewish Life (2001)*. B.A., Amherst College, 1990; M.A., Hunter College of the City University of New York, 1998; Ph.D., 2002.

**Hemlata Mistry**

*Visiting Assistant Professor of Biology (2007-08)*. B.S., University of Glasgow-UK, 1993; Ph.D., University of Cambridge-UK, 1998.

**Kristine Mitchell**

*Assistant Professor of Political Science and International Studies (2006)*. B.A., Oberlin College, 1997; M.A., Princeton University, 2003; Ph.D., 2006.

**K. Wendy Moffat** (on leave 2007-08)

*Associate Professor of English (1984)*. B.A., Yale University, 1977; M.A., 1979; M.Phil., 1981, Ph.D., 1986. Gaoe Award for Inspirational Teaching, 1994-1995.

**Megan K. Moore**

*Visiting Assistant Professor of Anthropology (2008; fall semester)*. B.A., Ohio State University, 1998; M.S., University of Oregon, 2001; Ph.D., University of Tennessee, 2008.

**Windsor A. Morgan, Jr.**

*Associate Professor of Physics and Astronomy (1994)*. A.B., Harvard College, 1986; Ph.D., The Pennsylvania State University, 1995.

**Wolfgang Müller**

*Professor of German (1981)*. Staatsexamen, Humboldt University, 1972; M.A., University of Wisconsin, 1976; Ph.D., 1983.

**Anne Murtagh**

*Visiting Assistant Professor of Psychology (2007-08)*. B.A., Rutgers College of South Jersey, 1977; M.A., Temple University, 1982; M.A., University of Montana, 1994; Ph.D., 1997.

**Thomas Nadelhoffer**

*Assistant Professor of Philosophy (2006)*. B.A., University of Georgia, 1996; M.A., Georgia State University, 1999; Ph.D., Florida State University, 2005.

**Robert D. Ness**

*Associate Professor of English (1981)*. B.A., Lehigh University, 1966; Ph.D., University of North Carolina, 1981.

**Pamela S. Nesselrodt**

*Associate Professor of Education, Director of Teacher Education (2000).* B.A., James Madison University, 1973; M.A., 1976; Ph.D., University of Virginia, 1989.

**Benjamin Ngong**

*Assistant Professor of French (2007).* Licence es-Lettres Modernes, Université de Yaoundé, 1988; Maitrise es Lettres Modernes; D.E.A., Littératures française et comparée, Université de Picardie Jules Verne, Amiens (France), 1991; Ph.D., University of Minnesota, 2007.

**Mary M. Niblock**

*Assistant Professor of Biology (2007).* B.A., University of Richmond, 1992; Ph.D., Wake Forest University, 1998.

**B. Ashton Nichols**

*Professor of English Language and Literature, John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in the Liberal Arts (1988).* B.A., University of Virginia, 1975; M.A., 1979; Ph.D., 1984. *Lindback Award for Distinguished Teaching, 1992-1993. Gano Award for Inspirational Teaching, 1993-1994.*

**Jeffrey W. Niemitz**

*Professor of Geology (1977).* B.A., Williams College, 1972; Ph.D., University of Southern California, 1977. *Gano Award for Inspirational Teaching, 2006-07.*

**Sharon J. O'Brien**

*Professor of English and American Studies, James Hope Caldwell Professor of American Culture (1975).* B.A., Radcliffe College, 1967; M.A., Harvard University, 1969; Ph.D., 1975. *Lindback Award for Distinguished Teaching, 1985-1986.*

**John M. Osborne** (on leave Fall 2008)

*Associate Professor of History (1979).* B.A., Rice University, 1974; M.A., Stanford University, 1976; Ph.D., 1979. *Sears-Roebuck Teaching Excellence and Campus Leadership Award, 1990-1991.*

**Mark Overstreet**

*Assistant Professor of Spanish (2005).* B.A., Northwestern University, 1992; M.A., Vanderbilt University, 1996; Ph.D., University of Illinois at Urbana-Champaign, 2002.

**Tullio Pagano** (on leave Fall 2008)

*Associate Professor of Italian (1991).* Laurea in Lettere, Università di Genova, 1981; M.A., University of Oregon, 1987; Ph.D., 1991.

**Mariana Past** (on leave 2008-09)

*Assistant Professor of Spanish (2006).* B.A., University of Texas at Austin, 1994; M.A., Duke University, 2002; Ph.D., 2006.

**Brett J. Pearson**

*Assistant Professor of Physics and Astronomy (2007).* B.A., Grinnell College, 1997; M.S., University of Michigan, 2003; Ph.D., 2004.

**Brian S. Pedersen** (on leave Spring 2009)

*Associate Professor of Biology and Environmental Science (1998).* B.S., Harvey Mudd College, 1981; M.S., University of California at Davis, 1988; Ph.D., Oregon State University, 1992.

**James L. Penner**

*Visiting Assistant Professor of English (2007-08).* B.A., University of California at Berkeley, 1988; M.A., Brown University, 1995; M.A., University of Southern California, 2000; Ph.D., 2005.

**Susan Perabo** (on leave Fall 2007)

*Associate Professor of English, Writer-in-Residence (1996).* B.A., Webster University, 1989; M.F.A., University of Arkansas, 1994. *Gano Award for Inspirational Teaching, 2001-2002.*

**Hans Pfister** (on leave Fall 2008)

*Associate Professor of Physics, George Wesley Pedlow Chair in Pedagogy (1991).* Staatsexam, Eberhard Karls Universität, 1981; Ph.D., University of California at Los Angeles, 1991.

**Jerry Philogene**

*Instructor in American Studies (2005).* B.A., New School University, 1989; M.A., New York University, 1993.

**Matthew Pinsker**

*Pohanka Chair in American Civil War History, Associate Professor of History (2002).* B.A., Harvard University, 1990; D.Phil., University of Oxford, 1995.

**Anthony Pires**

*Associate Professor of Biology (1993).* B.A., Harvard College, 1982; Ph.D., Cornell University, 1990.

**Harold L. Pohlman**

*Professor of Political Science, A. Lee Fritschler Professor of Public Policy, Executive Director of the Clarke Forum for Contemporary Issues (1983).* B.A., University of Dayton, 1974; Ph.D., Columbia University, 1982.

**Michael S. Poulton**

*Senior Lecturer Practitioner in International Business and Management (2000).* B.A., University of Zagreb, 1970; M.A., University of Utah, 1973; M.B.A., New York University, 1977.

**Robert W. Pound** (on leave 2008-09)

*Associate Professor of Music (1998).* B.M., University of North Texas, 1992; M.M., The Juilliard School, 1994; D.M.A., 1998.

**Theodore Pulcini** (on leave Fall 2007)

*Associate Professor of Religion (1995).* B.A., Harvard College, 1976; M.A., University of Notre Dame, 1979; Th.M., Harvard Divinity School, 1982; Ph.D., University of Pittsburgh, 1994. *Ganoe Award for Inspirational Teaching, 1998-1999; Dickinson Award for Distinguished Teaching, 2002-03.*

**Karl D. Qualls**

*Associate Professor of History (2000).* B.A., University of Missouri at Columbia, 1993; Ph.D., Georgetown University, 1998. *Ganoe Award for Inspirational Teaching, 2003-04.*

**Abraham Quintanar**

*Associate Professor of Spanish (2001).* B.A., University of Scranton, 1993; M.A., University of Wisconsin-Madison, 1995, Ph.D., 2002.

**Beatriz Quintero**

*Instructor in Spanish and Portuguese (1977).* B.A., University of Puerto Rico, 1962.

**John S. Ransom**

*Associate Professor of Political Science (1992).* B.A., Columbia University, 1986; M.Phil., 1990; Ph.D., 1992. *Dickinson Award for Distinguished Teaching, 1997-1998.*

**Anthony S. Rauhut** (on leave 2007-08)

*Assistant Professor of Psychology (2002).* B.A., St. Louis University, 1993; Ph.D., University of Massachusetts-Amherst, 1999.

**Thomas L. Reed, Jr.** (on leave 2007-08)

*Professor of English (1977).* B.A., Yale University, 1969; M.A., University of Virginia, 1971; Ph.D., 1978. *Ganoe Award for Inspirational Teaching, 1997-1998.*

**Meghan Newell Reedy**

*Assistant Professor of Classical Studies (2007).* B.A., Whitman College, 1996; M.A., University of Durham, England, 2000; D.Phil., University of Oxford, England, 2007.

**David S. Richeson**

*Associate Professor of Mathematics (2000)*. B.A., Hamilton College, 1993; M.S., Northwestern University, 1994; Ph.D., 1998.

**Michael P. Roberts**

*Associate Professor of Biology (1992)*. B.A., Colgate University, 1977; M.S., Miami University, 1979; Ph.D., Yale University, 1988. *Ganoe Award for Inspirational Teaching, 2002-03*.

**Alberto J. Rodríguez**

*Associate Professor of Spanish (1990)*. B.A., Clark University, 1974; M.A., 1976; Ph.D., Brown University, 1987.

**Karl Rogers**

*Postgraduate Fellow in Dance (2007-08)*. B.A., Knox College, 1998; M.F.A., Ohio State University, 2003.

**Kim L. Rogers**

*Professor of History (1983)*. B.A., Florida State University, 1973; M.A., University of Minnesota, 1976; Ph.D. 1982.

**Susan D. Rose**

*Professor of Sociology, Director of the Community Studies Center (1984)*. B.A., Dickinson College, 1977; M.A., Cornell University, 1982; Ph.D., 1984. *Dickinson Award for Distinguished Teaching, 2000-2001*.

**Andrew C. Rudalevige**

*Associate Professor of Political Science; Walter E. Beach Chair in Political Science; Director of the Dickinson Humanities Program in England, 2007-09 (2000)*. B.A., University of Chicago, 1989; M.A., Harvard University, 1997; Ph.D., 2000.

**J. Mark Ruhl** (on partial leave 2008-09)

*Glenn E. and Mary L. Todd Professor of Political Science (1975)*. B.A., Dickinson College, 1970; M.A., Syracuse University, 1972; Ph.D., 1975. *Lindback Award for Distinguished Teaching, 1988-1989*.

**Jorge R. Sagastume** (on leave Spring 2009)

*Associate Professor of Spanish (2003)*. B.A., University of Utah, 1997; M.A., Vanderbilt University, 1998; Ph.D., 2002.

**Peter B. Sak**

*Assistant Professor of Geology (2004)*. B.A., Whitman College, 1995; M.S., The Pennsylvania State University, 1999; Ph.D., 2002.

**Cindy Samet**

*Associate Professor of Chemistry (1988)*. B.S., Dickinson College, 1982; Ph.D., University of Virginia, 1988.

**Victoria Sams** (on leave 2007-08)

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**David M. Sarcone** (on leave Fall 2007)

*Assistant Professor of International Business and Management (2001)*. B.S., Pennsylvania State University, 1975; M.B.A., University of Pittsburgh, 1978; Ph.D., Pennsylvania State University, 2008.

**Crispin Sartwell**

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**Melinda W. Schlitt**

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**J. Daniel Schubert**

*Associate Professor of Sociology (1996)*. B.A., Towson State University, 1983; M.A., University of Maryland, 1989; Ph.D., 1995.

**Cotten Seiler**

*Associate Professor of American Studies (2002)*. B.A., Northwestern University, 1990; M.A., University of Kansas, 1998; Ph.D., 2002.

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*Visiting Assistant Professor of American Studies (2008)*. B.A., Colby College, 1991; M.A., University of Maryland at College Park, 1995; Ph.D., 2007.

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*General Omar N. Bradley Chair in Strategic Leadership (2008)*. B.A., Harvard College, 1963; Ph.D., University of Pennsylvania, 1972.

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*Director of Dance, Assistant Professor of Dance (2008)*. B.A., Sweet Briar College, 1979; M.F.A., Hollins University, 2007.

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*Associate Professor of Psychology (1981)*. B.A., Washington & Lee University, 1976; Ph.D., University of Virginia, 1981.

**Gregory J. Smith**

*Associate Professor of Psychology (1981)*. B.A., Plymouth State College, 1977; M.A., State University of New York at Buffalo, 1980; Ph.D., 1981.

**Wendell P. Smith**

*Assistant Professor of Spanish (2003)*. B.A., Vanderbilt University, 1986; M.A., University of Texas at Austin, 1995; Ph.D., 2000.

**Sarah K. St. Angelo**

*Assistant Professor of Chemistry (2006)*. B.S., Denison University, 1997; Ph.D., The Pennsylvania State University, 2004.

**Amy C. Steinbugler**

*Visiting Assistant Professor of Sociology (2008)*. B.A., Evergreen State College, 1998; M.A., Temple University, 2002; Ph.D., 2007.

**Sharon M. Stockton**

*Associate Professor of English (1991)*. B.A., California State University at Fresno, 1985; M.A., 1987; Ph.D., University of Washington, 1991.

**David G. Strand** (on leave Fall 2008)

*Charles A. Dana Professor of Political Science (1980)*. B.A., Lawrence University, 1971; M.A., Columbia University, 1973; M.Phil., 1974; Ph.D., 1979.

**Douglas T. Stuart**

*Professor of Political Science and International Studies; J. William Stuart and Helen D. Stuart Chair in International Studies, Business and Management; Adjunct Professor, U.S. Army War College; Director of the K. Robert Nilsson Center for European Studies in Bologna, 2008-10 (1986)*. B.A., Marist College, 1970; M.A., University of Southern California, 1974; Ph.D., 1979. *Ganoe Award for Inspirational Teaching, 1990-1991; Dickinson Award for Distinguished Teaching, 1995-1996.*

**Adrienne Su**

*Associate Professor of English, Poet-in-Residence (2000)*. B.A., Radcliffe College, 1989; M.F.A., University of Virginia, 1993.

**Regina M. Sweeney** (on leave 2007-08)

*Associate Professor of History (2001)*. B.A., Tufts University, 1980; M.A., University of California-Berkeley, 1986; Ph.D., 1992.

**C. Helen Takacs**

*Assistant Professor of International Business and Management (2007)*. B.A., Bowdoin College, 1978; M.B.A., Cleveland State University, 1982; Ph.D., Rutgers, The State University of New Jersey, 2005.

**Barry A. Tesman**

*Professor of Mathematics (1989)*. B.S., Colby College, 1981; Ph.D., Rutgers University, 1989.

**Thotsaporn Thanatipanonda**

*Visiting Instructor in Mathematics (2008)*. B.A., Chulalongkorn University (Thailand), 1998; M.A.; University of Wisconsin-Madison, 2002.

**Oscar Torres Duque**

*Visiting Assistant Professor of Spanish (2007-08)*. B.A., Pontificia Universidad Javeriana, Bogota, 1987; M.A., 1999; Ph.D., University of Iowa, 2005.

**Sylvie Toux** (on leave 2008-09)

*Resident Director of the Dickinson Toulouse Center and Program (2004)*. Licence, Université de Bourgogne, France, 1983; Maitrise. French, 1984 & Maitrise, Theatre, 1992, Université de Paris; D.E.A., French, Université de Paris, 1985; D.E.A., Modern Language & Literature, Université de Bourgogne, 198

**Nicola Tynan**

*Associate Professor of Economics (2001)*. B.A., University of York, 1991; M.S., London School of Economics and Political Science, 1994; M.A., George Mason University, 1998; Ph.D., 2000.

**Vanessa C. Tyson**

*Instructor in Political Science (2007)*. B.A., Princeton University, 1998; M.A., University of Chicago, 2002.

**Jeremy Vetter**

*Assistant Professor of History (2006)*. B.A., University of Nebraska, 1997; M.Phil., Oxford University, 1999; M.Sc., 1999; M.A., University of Pennsylvania, 2005; Ph.D., 2005.

**Adis M. Vila**

*Visiting Assistant Professor of International Business and Management (2007)*. B.A., Rollins College, 1974; J.D., University of Florida College of Law, 1978; L.L.M., International Law, Institut Universitaire de Hautes Etudes Internationales, Geneva, Switzerland, 1981; M.B.A., University of Chicago School of Business, 1997.

**William L. Visser**

*Visiting Instructor in History (2009)*. B.A., El Colegio de Mexico, 1965; M.A., University of Wisconsin at Madison, 1967.

**Timothy A. Wahls** (on leave Spring 2008)

*Associate Professor of Computer Science (2003)*. B.S., Iowa State University, 1990; M.S., 1992; Ph.D., 1995.

**Jessica Wahman** (on leave Fall 2008)

*Associate Professor of Philosophy (2004)*. B.A., Skidmore College, 1990; Ph.D., State University of New York at Stony Brook, 2002.

**Lara Walker**

*Visiting Instructor in Spanish (2008)*. B.A., University of Utah, 1994; M.A., University of Pittsburgh, 1998; Ph.D., University of Houston.

**Cameron D. Warner**

*Visiting Instructor in Religion (2008)*. B.A. Swarthmore College, 1997; M.T.S., Harvard Divinity School, 2001.

**Edward W. Webb**

*Assistant Professor of Political Science and International Studies (2007)*. B.A., Cambridge University, 1992; M.A., University of Pennsylvania, 2003; Ph.D., 2007.

**Stephen Weinberger**

*Robert Coleman Professor of History (1969)*. B.A., Northeastern University, 1965; M.A., University of Wisconsin, 1966; Ph.D., 1969.

**Karen J. Weinstein**

*Associate Professor of Anthropology (2001)*. B.A., Washington University, 1991; M.A., University of Illinois at Chicago, 1994; Ph.D., University of Florida, 2001.

**Itzhak Weismann**

*Visiting Assistant Professor of History (2008)*. B.A., University of Haifa, 1987; M.A., 1990; Ph.D., 1997.

**Neil B. Weissman**

*Professor of History, Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College (1975)*. B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976. *Lindback Award for Distinguished Teaching, 1984-1985*.

**Brian J. Whalen**

*Associate Dean of the College and Executive Director of Global Education; Associate Professor of International Studies, Business and Management (1999)*. B.A., Marist College, 1981; M.A., University of Dallas, 1985; Ph.D., 1988.

**Candie C. Wilderman**

*Professor of Environmental Science (1974)*. B.S., Tufts University, 1968; M.A., Harvard University, 1969; Ph.D., Johns Hopkins University, 1984. *Dickinson Award for Distinguished Teaching, 2001-2002*.

**Blake M. Wilson**

*Associate Professor of Music (1993)*. B.A., University of California at Berkeley, 1978; M.M., Indiana University, 1982; Ph.D., 1987.

**H. Eugene Wingert**

*Visiting Instructor in Environmental Studies (2007)*. B.A., Shippensburg University, 1967; M.Ed., 1972.

**Robert P. Winston**

*Professor of English (1979)*. B.A., Bates College, 1972; M.A., University of Wisconsin, 1973; Ph.D., 1979.

**Amy E. Witter**

*Associate Professor of Chemistry (1999)*. B.A., Wellesley College, 1987; Ph.D., University of California at Davis, 1996.

**Amy L. Wlodarski**

*Assistant Professor of Music (2005)*. B.A., Middlebury College, 1997; M.A., Eastman School of Music, 2001; Ph.D., 2006.

**Andrew T. Wolff**

*Visiting Instructor in Political Science and International Studies (2008)*. B.A., Washington & Lee University, 1995; M.A., Johns Hopkins University, 2003.

**Todd A. Wronski**

*Professor of Theatre (1987)*. B.A., Gustavus-Adolphus College, 1978; M.F.A., Trinity University, 1981. Ph.D., University of Minnesota, 1997.

**Jin Wu**

*Visiting International Scholar in East Asian Studies (2008)*. B.A., Shaanxi Teachers University-China, 1982; M.A., Beijing Normal University-China, 1987; M.A., St. John's University, 1997; Ph.D., University of Oregon, 2005.

**Rae Yang** (on leave 2008-09)

*Associate Professor of Chinese Language and Literature (1990)*. Graduate School, Chinese Academy of Social Sciences, 1981; M.A., University of Massachusetts, 1985; Ph.D., 1991.

**Geoffrey Yeh**

*Visiting Assistant Professor of Music (2007-08)*. B.Mus., New England Conservatory, 1997; M.Mus., 2004; D.Mus., University of Kansas, 2005.

**Megan R. Yost**

*Assistant Professor of Psychology (2006)*. B.S., St. Lawrence University, 1998; M.S., University of California, Santa Cruz, 2003; Ph.D., 2006.

**Shuang Zhang**

*Visiting Scholar in East Asian Studies (2008)*. B.A., Guizhou Normal University, China, 1994; M.Ed., Beijing Normal University, 2004.

**Minglang Zhou**

*Associate Professor of East Asian Studies (2001)*. B.A., Guangdong Foreign Trade and Studies University, PR, China, 1978; M.A., Henan University, China, 1986; M.A., Portland State University 1988; Ph.D., Michigan State University, 1993.

**Charles F. Zwemer**

*Associate Professor of Biology (1995)*. B.A., Hope College, 1987; Ph.D., Indiana University Medical Sciences Program, 1993; Post-Doctoral Fellowship, University of Michigan Medical School, 1995. *Ganoe Award for Inspirational Teaching, 1999-2000.*

## ADMINISTRATORS

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### OFFICE OF THE PRESIDENT

**William G. Durden**

*President of the College, Lemuel T. Appold Foundation Chair, Professor of German and of Education (1999)*. B.A., Dickinson College, 1971; M.A., Johns Hopkins University, 1974; Ph.D., 1977.

**Neil B. Weissman**

*Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of History (1975)*. B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976. *Lindback Award for Distinguished Teaching, 1984-1985.*

**Nickolas G. Stamos**

*Vice President for Campus Operations (1977;1987)*. A.A., Harrisburg Area Community College, 1971; B.S., York College of Pennsylvania, 1974.

**Annette Smith Parker**

*Vice President and Treasurer (1988)*. B.A., Dickinson College, 1973; M.B.A., Shippensburg University, 1987.

**Robert J. Massa**

*Vice President for Enrollment Management and College Relations; Professor of Education (1999).* B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**Robert E. Renaud**

*Vice President and Chief Information Officer (2001).* B.A., Vassar College, 1976; M.L.S., University of Toronto, 1980.

**Donald A. Hasseltine**

*Vice President for Development (2005).* B.A., New England College, 1984; M.A., University of Maryland, 1988; Ed.D., University of Virginia, 2000.

**April Vari**

*Dean of Students (2006).* (B.A., Dickinson College, 1982; M.Ed., University of Maryland, 1986; D.Ed., Indiana University of Pennsylvania, 2005.

**John A. Weis**

*Vice President of Human Resource Services (2005).* B.A., University of Tulsa, 1966; M.A., Central Michigan University, 1984.

**Arlene J. Bones**

*Director of Human Resource Services (1998).* B.S., York College of Pennsylvania, 1974.

**R. Russell Shunk**

*Executive Vice President for College and Community Development (1976).* B.A., Lafayette College, 1965; M.A., Lehigh University, 1966.

**Ann Dykstra**

*Executive Assistant to the President and Secretary of the College (2001).* B.A., Lawrence University, 1974; M.A., University of Utah, 1979; Ph.D., University of Pittsburgh, 1988.

**Joyce A. Bylander**

*Special Assistant to the President (1998).* B.A., Cleveland State University, 1974; M.P.A., University of South Carolina, 1998.

**Norm Jones**

*Assistant to the President (2002).* B.A., Morehouse College, 1996; M.P.A., Pennsylvania State University, 2002.

**Dana E. Scaduto**

*Legal Counsel (2002).* B.A., Purdue University, 1980; J.D., Indiana University School of Law, 1984.

**DIVISION OF ACADEMIC AFFAIRS**

**Neil B. Weissman**

*Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of History (1975).* B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976. *Lindback Award for Distinguished Teaching, 1984-1985.*

**ASSOCIATE DEAN/PROVOST**

**Walter Chromiak**

*Associate Professor of Psychology; Associate Provost of the College (1979).* B.A., Temple University, 1974; Ph.D., 1979.

**Brenda K. Bretz**

*Associate Provost for Curriculum (1982).* B.A., Dickinson College, 1995; M.A., The Pennsylvania State University, 2002.

**Brian J. Whalen**

*Associate Dean of the College and Executive Director of Global Education; Associate Professor of International Studies, Business and Management (1999).* B.A., Marist College, 1981; M.A., University of Dallas, 1985; Ph.D., 1988.

**Christina P. VanBuskirk**

*Associate Provost for Institutional Resources and Associate Vice President for Development (1991).* B.A., Bucknell University, 1970; M.A., 1978.

**ADMINISTRATIVE STAFF**

**Karen A. Weikel**

*Registrar (2005).* A.S.B.D., Central Pennsylvania College, 1974; B.A., Wilson College, 2000.

**Debra L. Bolen**

*Associate Registrar (2001).* B.S., West Virginia Wesleyan College, 1995.

**Julie D. Vastine**

*Director of the Alliance for Aquatic Resource Monitoring (ALLARM) (2007).* B.S., Dickinson College, 2003.

**Leslie J. Poolman**

*Director of Athletics; Chair of Physical Education (1988).* B.Ed., Keele University, 1974; M.S., West Virginia University, 1977; Ed.D., 1979.

**Shirley S. King**

*Director of Advising (2004).* B.A., Bluffton College, 1967; M.Mus., College Conservatory of Music, University of Cincinnati, 1969; D.Mus.A., University of Kansas, 1988.

**Harold L. Pohlman**

*Executive Director of the Clarke Forum for Contemporary Issues, Professor of Political Science, A. Lee Fritschler Professor of Public Policy (1983).* B.A., University of Dayton, 1974; Ph.D., Columbia University, 1982.

**Karen M. Freese**

*Associate Director of the Clarke Forum for Contemporary Issues (2001).*

**Laura Mossler**

*Director of Global Education (2003).* B.A., Tufts University, 1991; M.Ed., The University of Vermont, 2000.

**Bryan Bartosik-Vélez**

*Associate Director of International Services (2006).* B.S., University of Illinois at Urbana-Champaign, 1998; M.Ed., 2003.

**Brian K. Brubaker**

*Associate Director for Study Abroad (2005).* B.A., Dickinson College, 1995; MBA, Thunderbird, The American Graduate School of International Management, 2004.

**Phillip J. Earenfight** (on leave 2007-08)

*Director of the Trout Gallery, Associate Professor of Art and Art History (2002).* B.A., University of Washington, 1985; M.A., Rutgers University, 1990; Ph.D., 1999.

**Judy A. Gill**

*Instructor in English, Director of the Writing Center (1984).* B.A., University of Arizona, 1965; M.A., Cornell University, 1969. *Dickinson Academic Professional Award, 1999-2000.*

**Susan Rose**

*Director of the Community Studies Center, Professor of Sociology (1984).* B.A., Dickinson College, 1977; M.A., Cornell University, 1982; Ph.D., 1984. *Dickinson Award for Distinguished Teaching, 2000-2001.*

**Neil Leary**

*Director of the Center for Environmental and Sustainability Education (2008).* B.A., Macalester College, 1980; M.A., University of Washington, 1986; Ph.D., 1988.

**Shalom Staub**

*Assistant Provost for Academic Affairs (2004).* B.A., Wesleyan University, 1977; M.A., 1978; Ph.D., University of Pennsylvania, 1985.

**Jennifer Halpin**

*Director of the Dickinson College Farm (2007).* B.A., Providence College, 1994

**DIVISION OF STUDENT LIFE**

**April Vari**

*Dean of Students (2006).* B.A., Dickinson College, 1982; M.Ed., University of Maryland, 1986; D.Ed., Indiana University of Pennsylvania, 2005.

**Leonard Brown, Jr.**

*Associate Dean of Students (2007).* B.A., Dickinson College, 1992; M.S., Western Illinois University, 1994.

**Timothy Poirier**

*Associate Dean of Students (2007).* B.S., Daniel Webster College, 1991; M.A., Antioch New England Graduate School, 2002.

**Mary T. Triano**

*Director of Campus Life (2008).* B.S., Elizabethtown College, 1997; M.Ed., Pennsylvania State University, 1999.

**Davis C. Tracy**

*Director of Counseling and Disability Services, Assistant Professor of Psychology (1982).* B.A., Lehigh University, 1970; M.A., University of Connecticut, 1974; Ph.D., University of Tennessee, 1981.

**Mary F. Arthur**

*Director of Health Services (1982).* R.N., Norwalk Hospital School of Nursing, 1970; B.S., Nurse Practitioner Certificate, George Washington University, 1978; M.P.A., Pennsylvania State University, 1995.

**John Michio Miyahara**

*Director of Religious Life & Community Services (2001).* A.A., Marymount College, 1986; B.A., Loyola Marymount University, 1989; M.Div., Boston University School of Theology, 1995.

**Susannah Bartlow**

*Director of the Women's Center (2008).* B.A., Bryn Mawr College, 1999; M.A., University of Buffalo, 2004.

**Mira A. Hewlett**

*Interim Director of Religious Life & Community Services (2007).* B.A., York College of Pennsylvania, 2002; M.A., M.Div., Princeton Theological Seminary, 2006.

**Gretchen Symons**

*Director of Student Activities (2005).* B.A., Lock Haven University of Pennsylvania, 1993; M.A., Regent University, 1997.

**Edward P. Merwin**

*Director of The Milton B. Asbell Center for Jewish Life, Part-time Assistant Professor of Religion and Coordinator of the Hillel Program (2001).* B.A., Amherst College, 1990; M.A., Hunter College of the City of New York, 1998; Ph.D., 2002.

**Daniel K. Confer**

*Assistant Director of Campus Life (Residential Operations) (2008).* B.A., Dickinson College, 2002.



**Erica L. Gordon**

*Assistant Director of Student Activities (2008).* B.A., Franklin & Marshall College, 2005; M.A., University of Delaware, 2008.

## **DIVISION OF ENROLLMENT MANAGEMENT AND COLLEGE RELATIONS**

**Robert J. Massa**

*Vice President for Enrollment Management and College Relations; Professor of Education (1999).* B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**Stephanie Balmer**

*Dean of Admissions and Financial Aid (2008).* B.S., Murray State University, 1989; M.B.A., Mercer University, 1997; Certificate, Harvard University Graduate School of Education, 2007.

**Catherine M. Davenport**

*Senior Associate Dean of Admissions (1987; 1992).* B.A., Dickinson College, 1987; M.S., University of Pennsylvania, 1991.

**Angela S. Barone**

*Associate Dean of Admissions (1990).* B.A., Dickinson College, 1990.

**Diane Fleming**

*Associate Dean of Admissions and Director of Operations (2000).* B.S., Johns Hopkins University; M.S., 1998.

**Leslie J. Poolman**

*Director of Athletics; Chair of Physical Education (1988).* B.Ed., Keele University, 1974; M.S., West Virginia University, 1977; Ed.D., 1979.

**Joel M. Quattrone**

*Associate Athletic Director, Assistant Football Coach (1987).* B.S., Canisius College, 1982; M.S., 1984.

**David Webster**

*Assistant Athletic Director for Admissions and Alumni Relations; Director of Physical Education Facilities, Head Men's Lacrosse Coach (2001).* B.A., Dickinson College, 1986; M.A. Marymount University, 2001.

**Kasey Ann Dougherty**

*Director of Recreational Sports, Head Women's Lacrosse Coach (2002).* B.A., Franklin & Marshall College, 1999.

**Charles McGuire**

*Director of Sports Information (1999).* B.S., University of New York at Cortland, 1991; B.S.E., 1993; M.Ed., Frostburg State University, 2005.

**Patrick D. Mullane**

*Executive Director of the Career Center (2003).* B.B.A., St. Bonaventure University, 1980; M.S., San Diego State University, 1989.

**Debi Swarner**

*Associate Director of the Career Center (2007).* B.A., Messiah College, 1986; M.A., Eastern University, 1995.

**Judith B. Carter**

*Director of Financial Aid (1998).* B.A., Susquehanna University, 1966.

**Richard A. Heckman**

*Senior Associate Director of Financial Aid (1986).* B.A., Thiel College, 1975; M.A., West Virginia College of Graduate Studies, 1979.

**Karen Neely Faryniak**

*Associate Vice President of College Relations (1986).* B.A., Dickinson College, 1986.

**Michael J. Johnson**

*Director of Institutional Research (2007)*. B.S., Central Washington University, 1984; M.S., Naval Postgraduate School, 1994; Ph.D., University of Central Florida, 2001.

**Sherri L. Kimmel**

*Director of Print Communication (1999)*. B.S., Bowling Green State University, 1980; M.A., 1981.

**Christine M. Dugan**

*Director of Media Relations (2004)*. B.A., Webster University, 1985; M.A., 1990.

**Kimberley Nichols**

*Director of Publications (1998)*. B.A., Mary Washington College, 1975.

**Paul F. Dempsey**

*Director of Electronic Communication & Web Manager (1999)*. B.A., George Washington University, 1980; M.A., Shippensburg University, 1991.

**D. Richard Delgiorno**

*Director of Alumni Programs (2003)*. B.S., Pennsylvania State University, 1993.

**Patricia A. Pohlman**

*Associate Director of Publications (2005)*. B.A., Dickinson College, 1993.

**Laura K. Wills**

*Associate Director for Parent and Alumni Programs (1998)*. B.A., Roanoke College, 1991.

**Matthew J. Getty**

*Associate Director of Editorial Services (2007)*. B.A., Gettysburg College, 1995; M.F.A., American University, 2001.

**Amy L. Senkbeil**

*Assistant Director of Institutional Research (2007)*. B.S., Carroll College, 2004; M.A., Washington State University, 2006.

## DIVISION OF LIBRARY AND INFORMATION SERVICES

**Robert E. Renaud**

*Vice President and Chief Information Officer (2001)*. B.A., Vassar College, 1976; M.L.S., University of Toronto, 1980.

**Jill M. Forrester**

*Director of Institutional Systems & Strategies (2002)*. B.S., Bob Jones University, 1995; M.S., Clemson University, 1997.

**Terry R. Mollett**

*Director of User Services (2004)*. B.S., Wilson College, 1992; M.S., Capitol College, 2003.

**Kevin P. Truman**

*Director of Infrastructure Systems (2004)*.

**Rafael Alvarado**

*Director of Academic Technology Services (2006)*.

**Patricia A. Pehlman**

*Associate Director of Client Services (1997)*. B.S., State University of New York at Geneseo, 1980; M.S., Mississippi State University, 1985.

**Eleanor Mitchell**

*Director of Library Services (2005)*. B.A., Skidmore College, 1972; M.L.S., SUNY at Albany, 1974.

**James W. Gerencser**

*College Archivist (1998)*. B.A., Dickinson College, 1993; M.L.S., University of Pittsburgh, 1995; M.A., Shippensburg University, 1997.

**William J. Spolitback**

*Associate Director of Institutional Systems (2005)*. B.S., Millersville University, 2001.

**Yunshan Ye**

*Collection and Research Services Librarian (2005)*. B.A., Hubei University, People's Republic of China, 1994; M.Ed., Calvin College, 1998; M.A., M.L.S., University of Iowa, 2002.

## DEVELOPMENT

**Donald A. Hasseltine**

*Vice President for Development (2005)*. B.A., New England College, 1984; M.A., University of Maryland, 1988; Ed.D., University of Virginia, 2000.

**Christina P. VanBuskirk**

*Associate Provost for Institutional Resources and Associate Vice President for Development (1991)*. B.A., Bucknell University, 1970; M.A., 1978.

**Carolyn E. Griffin Yeager**

*Director of Leadership Giving (1997)*. B.A., Sweet Briar College, 1992.

**Kathleen S. Marcello**

*Director of Reunion and Annual Giving (2000)*. B.A., Dickinson College, 1980.

**Glen L. Peterman**

*Director of Corporate and Foundation Relations (1998)*. B.A., Hope College, 1978; M.A., Drew University, 1983; M.A., University of Arizona, 1992. Fulbright Hays Fellow, 1989-90 (Hashemite Kingdom of Jordan)

**Janice C. Middleton**

*Director of Development Administrative Services (1992)*.

**Jean F. Bednarski**

*Director of Parent Giving and Regional Development Officer (2006)*.

**Cheryl E. Kremer**

*Senior Associate Director of Corporate and Foundation Relations (2001)*. B.A., Dickinson College, 1990; M.P.M., Carnegie Mellon University, 2000.

**Rebecca O. Richeson**

*Associate Director of Annual Giving (2007)*. B.S., University of Michigan, 1995; M.A., Michigan State University, 1998.

**Elizabeth Woods Meikrantz**

*Associate Director of Annual Giving (1995-2000; 2007)*. B.A., Dickinson College, 1995.

**Stacey G. Paul**

*Associate Director of Annual Giving (2002)*. B.A., University of Evansville, 2002.

**Benjamin M. Sweger**

*Assistant Director of Corporate and Foundation Relations (2005)*. B.S.W., West Virginia University, 1993; M.P.A., Shippensburg University, 2000.

**Joseph A. Martellaro**

*Regional Development Officer (2004)*. B.A., Pennsylvania State University, 1985.

**Robert P. Beckelheimer**

*Regional Development Officer (2004)*. B.A., Dickinson College, 1982.

**James W. Rainey**

*Regional Development Officer (2007).*

**FINANCIAL OPERATIONS**

---

**Annette Smith Parker**

*Vice President and Treasurer (1988).* B.A., Dickinson College, 1973; M.B.A., Shippensburg University, 1987.

**David S. Walker**

*Associate Vice President/Comptroller (1999).* B.A., Franklin and Marshall College, 1989; M.S., Indiana University, 2005; Pennsylvania Licensed CPA, 2002.

**Joanne L. Gingrich**

*Director of International & Grant Accounting (1992).* B.A., Wittenberg University, 1975.

**Thomas B. Meyer**

*Bursar (1986).* B.S., Susquehanna University, 1968.

**L. Jill Hans**

*Controller (2000).* B.S. Pennsylvania State University, 1992; M.B.A., Mount St. Mary's College, 2000.

**CAMPUS OPERATIONS**

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**Nickolas G. Stamos**

*Vice President for Campus Operations (1977;1987).* A.A., Harrisburg Area Community College, 1971; B.S., York College of Pennsylvania, 1974.

**Kenneth E. Shultes**

*Associate Vice President in Campus Operations (1995).* B.A., Dickinson College, 1989.

**Dorothy M. Warner**

*Director of Event Planning and the HUB (1976).*

**Keith L. Martin**

*Director of Dining Services (1987).*

**David A. Nelson**

*Director of the College Bookstore and Central Services (1990).* A.A., Keystone College, 1979; B.A., Allentown College, 1983.

# AWARDS TO MEMBERS OF THE FACULTY

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## THE DICKINSON AWARD FOR DISTINGUISHED TEACHING

The Dickinson Award for Distinguished Teaching was instituted in 1993-94 to replace the Christian R. and Mary F. Lindback Foundation Award which had been given every year since 1960. The award winner receives a cash honorarium as well as a citation prepared and read by the dean of the college at the last faculty meeting of the year. It is the highest honor the college bestows on a member of the faculty for excellence in teaching. The recipient is selected by the president from a list of nominees provided by former recipients. Previous winners of this award (and the Lindback) are so identified in the faculty section of the directory in this bulletin.

## THE GANOE AWARD FOR INSPIRATIONAL TEACHING

The Constance and Rose Ganoë Memorial Fund established in 1969 through a bequest of the late William A. Ganoë of the Class of 1902 provides that an award be given annually to a professor at the college selected by the members of the senior class immediately prior to their graduation through a secret balloting process.

The award winner receives a cash honorarium plus the opportunity to use funds accumulating as a result of the endowment to purchase books for the library or educational equipment for departmental or college-wide purposes.

Previous winners of the Ganoë Award for Inspirational Teaching are so identified in the faculty section of the directory in this bulletin.

## ENDOWED AND NAMED CHAIRS

The college has a number of endowed and named chairs. The holders of these chairs are elected by the Board of Trustees, and the chairs which they hold are indicated in the faculty list.

### ENDOWED CHAIRS

**The James Hope Caldwell Memorial Chair** was endowed in 1966 by the bequest of Mr. and Mrs. James Hope Caldwell.

**The Charles A. Dana Professorship Program** was established in 1968 by a matching grant of \$250,000 from the Charles A. Dana Foundation. The income from this fund is to be used annually to provide additional salary and resources for four Dana Professors.

**The Glenn E. and Mary L. Todd Chair** was established in 1973 by the bequests of Glenn E. Todd, Class of 1912, and Mary Line Todd, Class of 1923.

**The Theodore & Catherine Mathias Chair in Mathematics, Computer Science and Quantitative Studies**, was endowed in 1991 by R. Lee Holz, Class of 1957.

**The A. Lee Fritschler Chair of Public Policy** was established in recognition of President Fritschler's 12 years of service as chief administrator and teacher at the college. The endowment was made possible through the generosity of members of the Board of Trustees and friends of the college.

**The J. William Stuart '32 and Helen D. Stuart '32 Endowed Chair in International Studies, Business and Management** was established in 2000. This Chair is awarded to a distinguished member of the Dickinson faculty who teaches in the college's International Business and Management (IB&M) program.

**The Christopher Roberts Professorship in Archaeology** was established in 2000 through the generosity of the John J. Roberts Family and named in honor of Mr. Christopher Roberts, Class of 1975. This endowed professorship will support the interdisciplinary major in archaeology and link Classical

Studies, Anthropology, Art & Art History and other departments which offer a range of courses relating to the ancient world.

**The W. Gibbs McKenney Chair in International Education**, endowed in 2000 by W. Gibbs McKenney '39, emeritus trustee, is awarded to a distinguished member of the faculty whose expertise is in a field of international education.

**The John R. Stafford '59 and Inge Paul Stafford '58 Chair in Bioinformatics**, endowed in 2001, is awarded to a distinguished member of the Dickinson faculty who teaches in the college's Biochemistry and Molecular Biology program—an interdisciplinary program designed to reflect and respond to rapid advances in science and technology.

**The John J. Curley '60 and Ann Conser Curley '63 Faculty Chair** was established in 2002 by John and Ann Curley, both alumni of the college, in honor of several Dickinson faculty members who were their former mentors and teachers, to be awarded to a faculty member in one of the departments of the honorees in celebration of faculty excellence.

**The John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in International Studies, Business and Management** was established in 2003 by Chairman of the Board of Trustees, John Curley and his wife, Ann, to recognize a distinguished member of the faculty in the fields of International Studies, Business, and Management for his or her teaching, scholarship and contribution to the intellectual life of the college.

**The Sophia Ava Asbell Chair in Judaic Studies** was established in 2003 by Trustee Yale Asbell '78 and his wife, Audrey, in honor of their daughter, Sophia Ava Asbell to recognize the work of a distinguished member of the faculty whose expertise is in the field of Judaic Studies.

**The John J. Curley '60 and Ann Conser Curley '63 Faculty Chair in Global Education** was established in 2003 by Chairman of the Board of Trustees, John Curley and his wife, Ann, to honor a distinguished member of the faculty whose teaching and scholarship contributes to the college's strategic efforts in Global Education .

**The Pohanka Chair for Civil War History**, endowed in 2004, is to be awarded to a distinguished member of the faculty whose expertise is in the field of American Civil War History.

**The Benjamin Rush Distinguished Chair in Liberal Arts and Sciences** was named for the founder of Dickinson College, Dr. Benjamin Rush, who, just days after the Treaty of Paris, founded Dickinson College for the purpose of educating engaged citizens and leaders who would endure the success of the new democracy.

**The Walter E. Beach '56 Chair in Political Science** was established in 2007 from the estate of Walter Eggert Beach, a member of the Dickinson Class of 1956 and of the college's Board of Trustees. The chair is to be awarded to a distinguished member of the faculty whose field of expertise is political science. It recognizes Walter Beach's lifelong affinity with Dickinson College and his distinguished career within the political science community.

**The Ruth A. Trout '36 Directorship of the Trout Gallery** was established in 2007 with a bequest from the estate of Ruth A. Trout, who, with her sister Helen, established The Trout Gallery in honor of their parents, Brook and Mary, in 1983. The endowed chair for the Director of the Trout Gallery recognizes Ruth's lifelong commitment to education and her ardent support of Dickinson, particularly the arts. The Trout Directorship will be awarded to the individual responsible for The Trout Gallery and its integral role in a liberal arts education at Dickinson.

## NAMED CHAIRS

**The Lemuel T. Appold Foundation**, endowing the chair of the president of the college, was established by the Board of Trustees from a part of a bequest of Lemuel T. Appold of Baltimore, Maryland, of the Class of 1882 and a generous benefactor of the college.

**The Robert Coleman Chair of History** The bequest of Robert Coleman, Esq., of Lancaster, Pennsylvania, was designated by the Board of Trustees in 1827 for the endowment of a professorship, making this one of the oldest American professorships.

**The Asbury J. Clarke Chair of Latin** was established in 1918 by the gift of the widow of Asbury J. Clarke, of the Class of 1863.

**The Martha Porter Sellers Chair of Rhetoric and the English Language** is an endowed professorship established in 1936 by a gift of her son, Prof. Montgomery Porter Sellers, of the Class of 1893.

**The Boyd Lee Spahr Chair of American History** was endowed in 1948 by the gift of Boyd Lee Spahr, of the Class of 1900.

**The Alfred Victor duPont Chair of Chemistry**, named for Alfred Victor duPont, a student at the college, 1814-16, was established in 1950 by the gift of his grandson, the late Irene duPont, of Wilmington, Delaware.

**The Thomas Bowman Chair of Religion and Philosophy** was endowed in 1949 by the gift of the Kresge Foundation (Sebastian S. Kresge, L.H.D., Founder), and named for Thomas Bowman of the Class of 1837, the first graduate of Dickinson College to be elected a Bishop of the Methodist Episcopal Church.

**The Joseph Priestley Chair of Natural Philosophy** was established in 1959 by the gifts of William H. Baker and S. Walter Stauffer in memory of Salome Baker Stauffer.

**The William W. Edel Chair in the Humanities** was endowed in 1959 by the gift of Merle W. Allen, a college trustee, and his wife, Elizabeth Frederick Allen, "in recognition and commemoration of Dr. Edel's outstanding leadership as president of the college from 1946-1959."

**The Russell I. Thompson Chair of the Dean of the College** was established in 1967 by the gift of Ethel Wright Thompson.

**The George W. Pedlow, Class of 1901, Chair of Education** was established in 1972 in memory of their father by C. Wesley Pedlow, Jr., of the Class of 1934; Elizabeth Pedlow Maginnis, of the Class of 1929; and John Watson Pedlow, of the Class of 1929.

**The John B. Parsons Chair in Liberal Arts and Sciences** was established in 1976 by a gift from the estate of Mrs. Katharine F. Parsons.

**The General Omar N. Bradley Chair in Strategic Leadership** was established in 2001 as a joint position with the United States Army War College in Carlisle and Dickinson College, for the purpose of solidifying the relationship between the two institutions to promote the exploration of leadership issues and military-civilian interaction. Participants are involved in activities at both institutions and throughout the Carlisle area. The position involves teaching a course mutually agreed upon by the two institutions. Recipients of this appointment are as follows:

- 2002-03 Walter F. Ulmer, Retired Lieutenant General, U.S. Army
- 2003-04 Kurt L. Schmoke, Dean of Howard University, former Mayor, Baltimore, Maryland
- 2004-05 L. Richard Atkinson, Pulitzer Prize-Winning Journalist with the Washington Post
- 2005-06 L. Donald Holder, Retired Lieutenant General, U.S. Army; Senior Military Trainer with Information and Technical Services Division of TRW, Inc.
- 2006-07 Richard H. Kohn, Professor of History and Chair of Curriculum in Peace, War, and Defense at the University of North Carolina
- 2007-08 Dennis C. Blair, Retired Admiral, U.S. Navy, former Commander in Chief of the U.S. Pacific Command and President of the Institute for Defense Analyses.
- 2008-09 Jonathan Shay, Lorenz Eitner Lecturer in Classical Culture, Stanford University (2008); Finley Lecturer, Syracuse University (2008).



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