

Dickinson



Academic
Bulletin

As of July 1, 2018

Production of this bulletin is under the direction of the Office of Academic Affairs. Information given here is correct as of July 1, 2018. Revisions and current information are made regularly and may be found on the Dickinson College Web site: <http://www.dickinson.edu/bulletin>

Students entering the college in the academic year 2018-2019 should refer to this version of the Bulletin. The degree requirements which they must fulfill are listed on page 4.

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

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

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

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

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

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Information About Dickinson College

ACCREDITATION

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THE MISSION OF DICKINSON COLLEGE

Dickinson College was created explicitly for high purposes- to prepare young people, by means of a useful education in the liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society. Founded by Dr. Benjamin Rush, a signer of the Declaration of Independence, the college was chartered in 1783, just days after the conclusion of the American Revolution with the specific purpose of preparing the citizens and leaders who would ensure the success of the new democracy. 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

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 500,000)

Enrollment: 2,325 full-time students, representing 39 states and territories plus the District of Columbia, and 44 foreign countries

Faculty: 267 faculty members; 93% of full-time faculty hold Ph.D.'s or the highest degree in their field

Student-Faculty Ratio: 9:1

Average Class Size: 15 students

Degrees Granted: Bachelor of Arts and Bachelor of Science (44 majors)

Study Abroad: Dickinson-sponsored centers and programs in thirteen countries; many additional specialized options for off-campus and international study; over 60% of all Dickinson students participate

Financial Aid: In 2017-2018, Dickinson awarded \$52.8 million in grants; 72% of students received merit or need-based awards

Retention: 90% of the Class of 2020 returned for their sophomore year; 80% of the Class of 2018 graduated in four years

Library Facilities: The Waidner-Spahr Library collection contains over 526,367 printed books (including government documents), 667,635 electronic book titles, 3,846 current serial titles with an additional 93,067 digital or electronic titles, over 162,358 digital or electronic audiovisual materials and 25,236 CDs, LPs, DVDs, and video cassettes. Librarians work actively with students to help them use collections to their fullest and to assist them in the research process.

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

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

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

Athletics: A member of the Centennial Conference (NCAA Division III); 12 men's and 13 women's varsity sports, plus club and intramural sports

Extracurricular Features: More than 135 clubs and activities, including music and drama groups, student publications, fraternities and sororities, and religious, political, special-interest, and community service organizations

STATEMENT ON DIVERSITY

Dickinson is deeply committed to diversity. Twenty-four percent of our most recent incoming class are students of color. In fall 2017, 295 international students from forty-four countries were enrolled at Dickinson. Fourteen percent of our faculty members and eight 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 African American Society (AAS), Achim, American Sign Language Club, Anwar Bellydance Club, Chinese Students and Scholars Association, Circolo Italiano (Italian Club), Dickinson Christian Fellowship (DCF), EarthNow, Exiled Spoken Word Poetry Collective, Feminist Collective, German Club, Global Gastronomy Club, Hillel, I AM THAT GIRL, Japanese Aesthetics Club, Kingdom Builders (Gospel group), Latin American and Caribbean Club, Middle East Club, Muslim Students Association (MSA), Newman Club, Portuguese Club, Russian Club, Spanish Club, Spectrum, Students for Social Action (SSA), Sustained Dialogue, W.I.N.D. (We Introduce Nations to Dickinson), and others. In addition, there are a number of offices and centers that support the college's diversity efforts. The Popel Shaw Center for Race & Ethnicity is a resource open to the entire Dickinson community and charged with advancing Dickinson's commitment to broadening the understanding of - and building - a pluralistic society that promotes equality and integrity on the campus, in the community, and the world. The Women's & Gender Resource Center is a resource that builds gender education and equality into the life of the institution through space and community, resources and skills, and events and opportunities. The Center for

Service, Spirituality and Social Justice engages students in community service, encourages conversations on faith, meaning-making and purpose and is committed to exploring the social justice issues that interact with community, service and faith. The Milton B. Asbell Center for Jewish Life provides a central space for Jewish students to meet, socialize, celebrate the Sabbath and other Jewish holidays, take classes with visiting rabbis, and host inter-faith dialogues with other religious groups on campus. The Office of LGBTQ Services provides support for LGBTQ students and allies and enhances campus education to foster a more inclusive and safe environment for all individuals. In addition, one of the goals of our new Office of Institutional Effectiveness & Inclusivity is to advance the college's mission to build and maintain a diverse and inclusive community committed to broadened educational opportunities within an atmosphere of respect for others.

Diversity in the Curriculum: The college's curriculum reflects a strong focus on issues of diversity defined in terms both of domestic and of global diversity. All students at Dickinson are required to take at least one course in US Diversity in order to graduate. They must also complete one course in "Global Diversity" (the study of a culture other than that of the West) and become proficient in a foreign language. Dickinson's Community Studies Center also promotes diversity through fieldwork research projects that take Dickinson students into diverse cultures and environments within and outside the United States. Among the center's program are the American Mosaic, in which students devote an entire semester to community-oriented fieldwork, and the Global Mosaic, which extends fieldwork abroad. Overall, more than 60% of the Class of 2018 studied in a foreign country during their four years at Dickinson. Dickinson's global programs offer students the opportunity to study in Africa, Central America, and Asia as well as the traditional programs in Europe. In addition, Dickinson's grant from the Freeman Foundation established a new professorship in Asian law and culture that takes a leadership role in advancing Asian Studies and infusing Asian and comparative materials into course work in other departments.

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

FOR STUDENTS MATRICULATING FALL 2015 AND AFTER

Dickinson offers a rich educational experience. Students learn key skills at the core of the liberal arts and sciences including inquiry and analysis, critical thinking, creativity, effective written and oral communication, information literacy, problem solving, and integrative and applied learning. We also strive to make our students responsive to emerging new knowledge and the challenges of the day. Our curriculum places the liberal arts and sciences within a contemporary context.

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

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

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

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

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

First-year seminar: The First-Year Seminar introduces students to Dickinson as a “community of inquiry” by developing habits of mind essential to liberal learning. “Seminar” indicates that there will be discussion and interaction among students and between students and their professor. Through the study of a compelling issue or broad topic chosen by their faculty member, students will develop skills in the areas of critical analysis, writing, and information literacy. This course does not duplicate in content any other course in the curriculum and may not be used to fulfill any other graduation requirement.

Writing in the Discipline (WiD): The Writing in the Discipline course builds on the writing and information literacy skills learned in First-Year Seminar. Preferably completed in the major or other related field, WiD courses teach students about a discipline and its discourse community. In WiD courses, students learn how members of a discipline effectively communicate new knowledge – their specific research and writing processes, the forms and conventions they use to deliver knowledge, the purpose of those forms and conventions, the ways to appeal to disciplinary audiences, and the ways to position themselves as members of the discipline in a piece of writing.

Quantitative Reasoning Course (QR): The Quantitative Reasoning Course provides a foundation for the interpretation and critical understanding of numbers, logic and/or graphics. Both words – quantitative and reasoning – are carefully chosen: “quantitative” suggests having to do with relations and logic, while “reasoning” refers to the creation and interpretation of empirical and/or analytical arguments.

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

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

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

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

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

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

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

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

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

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

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

4. Sustainability: Rapid climatic, environmental, social and economic changes present complex and interdependent challenges and opportunities for equitably and sustainably meeting the needs and improving the wellbeing of present and future generations. The causes and consequences of the changes, and responsibilities and capacities for responding, are widely but not equally shared. Students are required to take one course that explores questions about sustainability challenges and opportunities, drawing on the knowledge and approaches of the arts and humanities,

social sciences and/or natural sciences. To fulfill this requirement, students must complete one course coded as either Sustainability Connections – SCON or Sustainability Investigation – SINV):

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

Sustainability Connections courses build competencies and knowledge in a field that is relevant to understanding sustainability and apply them to a sustainability issue.

5. Physical education activities: The Physical Education requirement contributes to students' physical, social and psychological development. The primary emphases of the program include learning and developing skills and understanding the benefits of physical activity.

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.

Participants in intercollegiate sports will receive credit for one block of physical education for each season they play a varsity sport; ROTC students will receive credit for one block of physical education for each year they remain in the program. 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. Every student must complete the physical education requirement unless excused in writing by the chair of the Physical Education department.

Physical education blocks are graded on a pass/fail basis and carry no academic credit. Most meet for half-semester; all courses, even those meeting for the entire semester, count as one block. Students are expected to have completed the physical education requirement by the end of the first semester of their senior year.

Important notes:

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

6. Major: Students must complete all requirements for a major. Majors consist of 10 to 16 courses. See the “Courses of Study” section below for the list of majors available to students.

The major is normally selected during the spring of the student’s sophomore year. The departments determine the student’s acceptance as a major upon the basis of stated criteria. The department assigns the accepted student to an advisor, using the student’s preference as one of the bases for assignment. A student must be accepted for a major field of concentration by the time 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.

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

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 seven concentrations; the natural and mathematical sciences provide six. These 23 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by 21 interdisciplinary majors and six interdisciplinary certification programs.

Major fields of concentration offered are (those that also offer a minor are indicated with an asterisk): Africana Studies*, American Studies*, Anthropology*, Archaeology*, Art & Art History*, Biochemistry & Molecular Biology, Biology*, Chemistry*, Classical Studies*, Computer Science*, Dance & Music, Earth Sciences*, East Asian Studies*, Economics*, Educational Studies*, English*, Environmental Science*, Environmental Studies*, French and Francophone Studies*, German*, History*, International Business & Management, International Studies, Italian Studies, Judaic Studies*, Latin American, Latino & Caribbean Studies*, Law and Policy, Mathematics*, Medieval & Early Modern Studies*, Middle East Studies, Music*, Neuroscience, Philosophy*, Physics*, Policy Management, Political Science*, Psychology*, Quantitative Economics, Religion*, Russian*, Sociology*, Spanish*, Theatre Arts*, and Women's, Gender and Sexuality Studies*.

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

Certificate programs can be completed in Food Studies, Health Studies, Security Studies, Army ROTC Global Preparedness, Social Innovation and Entrepreneurship, and the CPYB/Dickinson certificate program.

FOR STUDENTS MATRICULATING PRIOR TO FALL 2015

Dickinson offers a rich educational experience. Students learn key skills at the core of the liberal arts and sciences including inquiry and analysis, critical thinking, creativity, effective written and oral communication, information literacy, problem solving, and integrative and applied learning. We also strive to make our students responsive to emerging new knowledge and the challenges of the day. Our curriculum places the liberal arts and sciences within a contemporary context.

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

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

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

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

NOTE: These requirements are in effect as of May 5, 2015.

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

First-year seminar: The First-Year Seminar introduces students to Dickinson as a “community of inquiry” by developing habits of mind essential to liberal learning. “Seminar” indicates that there will be discussion and interaction among students and between students and their professor. Through the study of a compelling issue or broad topic chosen by their faculty member, students will develop skills in the areas of critical analysis, writing, and information literacy. This course does not duplicate in content any other course in the curriculum and may not be used to fulfill any other graduation requirement.

Writing in the Discipline (WID/WR): The Writing in the Discipline course builds on the writing and information literacy skills learned in First-Year Seminar. Preferably completed in the major or other related field, WiD courses teach students about a discipline and its discourse community. In WiD courses, students learn how members of a discipline effectively communicate new knowledge – their specific research and writing processes, the forms and conventions they use to deliver knowledge, the purpose of those forms and conventions, the ways to appeal to disciplinary audiences, and the ways to position themselves as members of the discipline in a piece of writing.

Quantitative Reasoning Course (QR): The Quantitative Reasoning Course provides a foundation for the interpretation and critical understanding of numbers, logic and/or graphics. Both words – quantitative and reasoning – are carefully chosen: “quantitative” suggests having to do with relations and logic, while “reasoning” refers to the creation and interpretation of empirical and/or analytical arguments.

2. Distribution Courses: The challenges and opportunities facing our students require complex and sophisticated responses. Therefore, we require courses that introduce students to the special nature of inquiry in each of the three fundamental branches of the academic curriculum: the humanities and the arts (Div. I), the social sciences (Div. II), and the laboratory sciences (Div. III). Normally, the expectation is that distribution courses will be completed by the end of the sophomore year.

The Humanities and Arts (Div. I). Courses that fulfill the humanities requirement (Div. 1.a. or 1.b.) allow students to understand, explore, analyze and interpret the historical, cultural, and philosophical dimensions of human experience. This occurs through focused analysis of texts, narratives, rituals and/or other media as well as philosophical argumentation. Courses that fulfill the arts requirement (Div. 1.c.) allow students to explore the nature of art, both past and present, as a distinct form of human communication. This occurs through the specific mediums of dance, film, music, theatre, visual arts, and creative writing.

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

Division 1.a. (Humanities): Classical Studies 200 (depending upon topic), East Asian Studies 205, Environmental Studies 111, Environmental Studies 215, German 211, Humanities 120, Humanities 220, Judaic Studies, philosophy, religion, Women's and Gender Studies 101 (depending upon topic), Women's and Gender Studies 201.

Division 1.b. (Humanities): Literature in Chinese, English, French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, Spanish; Africana Studies 304, Classical Studies 110, Classical Studies 200 (depending upon topic), East Asian Studies 201, East Asian Studies 202, East Asian Studies 203, Film Studies 290, Latin American, Latino & Caribbean Studies 290, Portuguese 290, Women's and Gender Studies 101 (depending upon topic).

Division 1.c. (Arts): Art & art history, classical archaeology, Classical Studies 100, Classical Studies 140, creative writing, dance, East Asian Studies 204, East Asian Studies 205 (depending upon topic), Film Studies 101, Film Studies 102, another film studies course (exclusive of history or media and depending upon topic), music, Russian 243, Spanish 373, theatre. NOTE: Two half-credits of performance studies or dance in the same instrument/genre OR four semesters of the same music ensemble will satisfy the requirement.

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

Social Sciences (Division II): Students must select one course from the following: Africana Studies 100, Africana Studies 200, Africana Studies 235, Africana Studies 310, American studies, anthropology, Classical Studies 200 (depending upon topic), Classical Studies 253, East Asian Studies 206, East Asian Studies 208, East Asian Studies 310, economics, educational studies, Environmental Studies 151, Environmental Studies 206, German 340, history, international studies, Latin American, Latino & Caribbean Studies 121, Latin American, Latino & Caribbean Studies 122, Latin American, Latino & Caribbean Studies 202, Latin American, Latino & Caribbean Studies 203, Middle East Studies 233, political science, psychology, sociology, Spanish 252, Women's and Gender Studies 102, Women's and Gender Studies 200, Women's and Gender Studies 202, Women's and Gender Studies 217, Women's and Gender Studies 218.

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

Laboratory Science (Division III): Students must select one laboratory course from the following: Anthropology 100, biology, chemistry, computer science, environmental science, earth sciences, physics, Psychology 125, Science 101, Science 102.

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

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

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

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

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

4. Physical education activities: The Physical Education requirement contributes to students' physical, social and psychological development. The primary emphases of the program include learning and developing skills and understanding the benefits of physical activity.

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.

Participants in intercollegiate sports will receive credit for one block of physical education for each season they play a varsity sport; ROTC students will receive credit for one block of physical education for each year they remain in the program. 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. Every student must complete the physical education requirement unless excused in writing by the chair of the Physical Education department.

Physical education blocks are graded on a pass/fail basis and carry no academic credit. Most meet for half-semester; all courses, even those meeting for the entire semester, count as one block. Students are expected to have completed the physical education requirement by the end of the first semester of their senior year.

Important notes:

- It is the responsibility of the student to choose and satisfactorily complete courses that fulfill the requirements for graduation.
- All students must complete the general course requirements as described above. Be aware of the following restrictions:
 - A single course may be used to fulfill a distribution requirement in only one of the three fundamental branches of the academic curriculum (the Humanities and Arts, Social Sciences, Laboratory Sciences).

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

5. Major: Students must complete all requirements for a major. Majors consist of 10 to 16 courses. See the “Courses of Study” section below for the list of majors available to students.

The major is normally selected during the spring of the student’s sophomore year. The departments determine the student’s acceptance as a major upon the basis of stated criteria. The department assigns the accepted student to an advisor, using the student’s preference as one of the bases for assignment. A student must be accepted for a major field of concentration by the time 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.

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

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 seven concentrations; the natural and mathematical sciences provide six. These 23 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by 21 interdisciplinary majors and six interdisciplinary certification programs.

Major fields of concentration offered are (those that also offer a minor are indicated with an asterisk): Africana Studies*, American Studies*, Anthropology*, Archaeology*, Art & Art History*, Biochemistry & Molecular Biology, Biology*, Chemistry*, Classical Studies*, Computer Science*, Dance & Music, Earth Sciences*, East Asian Studies*, Economics*, Educational Studies*, English*, Environmental Science*, Environmental Studies*, French and Francophone Studies*, German*, History*, International Business & Management, International Studies, Italian Studies, Judaic Studies*, Latin American, Latino & Caribbean Studies*, Law and Policy, Mathematics*, Medieval & Early Modern Studies*, Middle East Studies, Music*, Neuroscience, Philosophy*, Physics*, Policy Management, Political Science*, Psychology*, Quantitative Economics, Religion*, Russian*, Sociology*, Spanish*, Theatre Arts*, and Women's, Gender and Sexuality Studies*.

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

Certificate programs can be completed in Food Studies, Health Studies, Security Studies, Army ROTC Global Preparedness, Social Innovation and Entrepreneurship, and the CPYB/Dickinson certificate program.

Special Approaches to Study

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

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

TUTORIAL STUDY, INDEPENDENT STUDY AND RESEARCH

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

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

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

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

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

Independent Research for Sophomores, Juniors and Seniors: Independent research allows a student to pursue an academic interest beyond the listed course offerings. The project should be designed as original research and practice in presenting the results of an investigation. This pursuit must culminate in the student's own contribution to a discipline, whether in the form of fully-supported conclusions or in the form of a creative effort. Students may

initiate a research project independently or in consultation with supervising faculty from one or several departments. The final project must be presented to the advising faculty no later than two weeks prior to the end of the evaluation period. The program may be elected for a maximum credit of four full courses. Programs of independent research involving more than two such courses per semester must be approved by the Subcommittee on Academic Standards.

STUDENT-FACULTY COLLABORATIVE RESEARCH

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

TRANSCRIPT NOTATION (INTERNSHIP OR RESEARCH EXPERIENCE)

The following options describe the non-credit transcript notation programs for internship and research experiences. If students have questions about the notation options, they should contact the [Director of Internship Programs](#).

Internship Notation Program (INP): Through reflective exercises, assessments, and feedback, students address program goals related to self-assessment, self-directed learning, values integration, career exploration and professional development. The INP is available to matriculated students in any class year or major who have secured an eligible internship experience. The program runs in the fall, spring, or summer terms. Several majors and certificate programs allow or require the INP to fulfill a requirement. Students receive a non-credit notation upon successful completion of the internship and INP components through the INTR 7xx course number. Arrangements for the internship and INP registration must be coordinated at the beginning of the experience; retroactive notations are not granted.

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

HONORS IN THE MAJOR

Honors in the major are conferred at graduation upon students who meet the departmental standards for graduation with honors. Every department is responsible for specifying and communicating what the standards are. Every department is also responsible for specifying and communicating the procedures. These would include but are not limited to eligibility criteria, the nature of and submission process for an honors proposal, a calendar for conducting and completing the project, and how the project will be evaluated. The nature of the project may vary depending upon the field and the goals of the student. It is a normal expectation that an honor's project would conclude in an evaluated oral presentation, performance, or critique. Departments are responsible for approving the professor/advisor to each honors project. In departments where the senior capstone experience (e.g., a seminar paper) is considered a potential project for honors, the seminar professor may serve as the advisor. Granting of honors will be based on a vote of the department.

If, in the judgment of the department, a candidate meets the standards for graduation with honors, the designation will appear on the student's record (official transcript and diploma). Consult the web page of the academic program and/or program contact person to clarify the procedure. For specifications regarding format for the honors thesis see the [Library Services](#) web pages.

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 Subcommittee on Academic 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 examinations. One reexamination may be permitted within the calendar year. Students will be graded on the examination as having passed, failed, or passed with honors in the major. Approved students may register for up to four courses per semester under the tutorial rubric.

The Self-Developed Interdisciplinary Major: Students, after completion of one semester of study at Dickinson (2nd semester of first year), who believe their academic goals cannot be met by the current 23 disciplinary and 21 interdisciplinary majors, 8 stand-alone minors, 6 certificates and use of electives, may make a proposal for a self-developed major.

A proposal for a self-developed major must be:

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

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

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

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

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

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

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

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

Academic Policies and Procedures

INFORMATION FOR STUDENTS WHO ARE ENROLLED FOR A DICKINSON DEGREE

ENROLLMENT AND COURSE REQUEST

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

CALENDAR

Courses are offered in two semesters, each 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 after the end of classes in which to take stock of their work for the semester and prepare for the final examinations and papers which are scheduled at special times during the subsequent week. Spring semester begins near the end of January and runs through mid-May, following a similar pattern.

CLASS SIZE

First-year seminars, all foreign language classes, courses on writing, and most upper-class seminars have class enrollments of approximately 15 students. A typical introductory course enrolls 35 students, most intermediate-level courses have 25 to 30 students, and 300-level courses usually enroll 25 students. Most introductory science course lectures enroll classes of 36 to 48 students, with accompanying laboratories for these courses conducted in sections of 18 to 24; others using a "workshop" approach meet for two hours of integrated lecture and lab for 20 to 25 students, three times a week. Advanced science classes and labs are usually under 25. Maximum class sizes are established in order to provide students with adequate opportunities to interact with their professors and with other students. As a result, students do not always gain access to their first choice of courses during a given course request period, and some majors are more difficult than others to initiate. Consistent with the college's commitment to overall balance, however, every effort is made to anticipate such problems and when necessary to open new course sections.

COURSE LOAD AND CREDIT

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

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

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. (See college calendar for exact date.)

AUDITING COURSES

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

LATE CHANGES IN COURSE SCHEDULE

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

WITHDRAWAL FROM A COURSE WITH A "W" GRADE

A student may withdraw from a course until 4:00 PM eleven college business days before the first Reading Day. The option to withdraw from a course and the use of "W" grades without prior review and approval by the Subcommittee on Academic Standards is limited to two courses during a student's Dickinson career. Course withdrawal is accomplished by completing the Course Withdrawal Form and submitting to the Registrar's Office by the deadline. A request for a course withdrawal after 4:00 PM eleven college business days before the first Reading Day or for

more than the allotted two courses will require a petition to the Subcommittee on Academic Standards for an Exception to Academic Policy or Deadline (See Student Petition information for detailed instructions).

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

Any authorized course withdrawal will be indicated by the entry of a “W” grade in the student’s record. (NOTE: Withdrawal is not an option for physical education courses.) A course withdrawal for any reason does not affect a student’s full-time status but is considered a course attempted, but not completed and may affect a student’s satisfactory quantitative progress toward the degree (see Academic Expectations Section below).

GRADING

Professors evaluate student achievement by the traditional means of written comments on papers and exams as well as by assigning letter grades. They are also available to students for individual conferences, to answer questions or discuss complaints, and just to talk further about some important matter raised in class. Faculty report an evaluation of student performance twice each semester. At mid-semester (Roll Call), the following grades are reported for all students: “S” indicating satisfactory achievement to date (normally, work of “C” quality or above), “U” indicating unsatisfactory achievement (normally, work of “C-” or below), “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 Website and are sent to advisors and serve as a useful benchmark for progress; however, they do not become part of the student’s permanent record. At the end of each semester final grades are reported which become part of the student’s permanent record. Once a grade has been reported to the Registrar’s Office, it may not be changed unless the change has been requested by the instructor and approved by the 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 chair who will investigate the charge and report findings to the Provost/Dean of the College for further action.

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

A through F Grading

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

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

A 4.00

A- 3.67

B+ 3.33

B 3.00

B- 2.67

C+ 2.33
C 2.00
C- 1.67
D+ 1.33
D 1.00
D- 0.67
F 0.00

Pass/Fail Grading

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

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

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

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

Credit/No Credit Grading

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

Incomplete Grades

A grade of “incomplete” may be reported only in cases in which 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, and all incompletes are reviewed by the Subcommittee on Academic Standards. Students must provide documentation verifying the reason for the incomplete. 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 semester. If an incomplete has not been cleared within stipulated time limits, the appropriate grade indicating a lack of satisfactory completion will be recorded. If the student is unable to complete any courses on

time and earns either all grades of incomplete or a combination of incompletes and withdrawals, the college's usual practice is to implement a Leave of Absence.

Grades in Year Courses

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

Course Failure

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

Contesting a Grade

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

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

REPEAT POLICY

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

CREDIT FOR COURSE WORK AT OTHER INSTITUTIONS

Course work submitted by transfer students is evaluated by the 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, one-way video courses or internships). 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. All courses intended to be considered for a major, minor or certificate program must receive additional approval and evaluation by the relevant academic department/program.

DEAN'S LIST

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

PROGRESS TOWARD THE DEGREE

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

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

TRANSCRIPTS

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

Academic Prizes and Awards, Dean's List and Phi Beta Kappa are included on the transcript when conferred. The

following are added upon graduation: Degree Awarded (BA or BS) and date; Major(s); Minor(s); Certificate(s); Latin Honors, Departmental Honors.

Only transcripts printed on secure paper with the official seal of the college as the watermark, signed by the Registrar and embossed with the raised seal are considered official.

ACADEMIC EXPECTATIONS

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

QUALITATIVE STANDARDS

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

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

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

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

QUANTITATIVE STANDARDS

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

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

To meet the standard of satisfactory quantitative progress, students must have credit toward graduation for the following percentage of courses attempted:

First-year students - 60 percent

Sophomores - 70 percent

Juniors - 80 percent

Seniors - 80 percent

Students who do not make satisfactory quantitative progress are placed on quantitative academic probation. If a student must withdraw from all courses attempted in a semester for health-related reasons, the Subcommittee on Academic Standards will waive academic probation status. A student on quantitative academic probation is required to develop and maintain an academic plan that will achieve satisfactory quantitative progress.

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

CHANGES IN STUDENT STATUS

LEAVES OF ABSENCE

Policy Statement: From time to time, students may need to take time away from the college under circumstances where they wish to maintain their status as enrolled students, eligible to return to active status without applying for readmission. Subject to the compliance with the procedures set forth below, Dickinson College will grant qualifying students leaves of absence.

PROCEDURE

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

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

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

Student-Initiated Request for a Leave of Absence

A request for a leave of absence should generally be submitted before the beginning of the semester but no later than the last day of add/drop of the semester for which the leave is sought. Exceptions are routinely made where the reason for the leave could not be planned, such as in health or family emergencies.

Except when a leave is requested for the pursuit of educational opportunities, requests for leaves of absence should be submitted to the Associate Dean of Students. The Associate Dean of Students will serve as the point of contact for gathering information about and communicating the college's response regarding the student's request. For leaves related to the pursuit of educational opportunities off campus, requests should be directed to the Executive Director of the Center for Global Study and Engagement.

A request for a leave of absence should contain:

- a clear statement of the reason for the request
- sufficient facts supporting the reason
- an estimate, if one is available, of the duration of the leave
- any records or documents that may be useful in considering the request (when a leave is for a medical or mental health reason, this must include a letter from your treating health care provider).

The grant of a leave of absence is within the discretion of the college. In considering a student's request the Associate Dean of Students will consult with the Dean of Advising, the Executive Director of the Wellness Center (when health related) and the student's College Dean, and others as necessary. The college will conduct an individualized assessment of each request for leave before a decision on the leave is reached. In most circumstances, a grant of a leave of absence will include conditions that must be met for the student's return. The determination of the conditions for return will be based upon an individualized assessment of the student's situation and the circumstances under which the leave is requested. Where the request for leave arises from a medical or mental health reasons, significant weight will be given to the documentation from the student's health care provider.

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

College-Initiated Request for a Leave of Absence

In circumstances where a student's conduct seriously affects the health or well-being of any person, where physical safety is seriously threatened, or where the ability of the college to carry out its essential operations is seriously impaired, and the student does not request a leave of absence, the Associate Dean of Students may initiate a request that a student be placed on a leave of absence. All college-initiated requests will be sent to the Leave of Absence Committee for consideration, with a copy provided to the student. The Leave of Absence Committee includes the Associate Vice President for Student Life, the student's College Dean, the Dean of Academic Advising, and if necessary an ad hoc College Dean to make a committee of three administrators. The Student shall have an opportunity to present information to the Committee. The Committee shall conduct an individualized assessment of the circumstances and shall consider the information submitted by the student before a decision is reached and in setting forth any conditions for return. Significant weight will be given to any documentation from the student's health care provider that the student submits for the Committee's consideration.

Notification and Appeal

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

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

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

Duration & Conditions of the Leave

Leaves of absence are granted for the remainder of a semester, a single semester or an academic year. When a student takes a 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 Academic Bulletin. Students are eligible to receive incomplete grades only if the leave begins six weeks or less before the end of the semester.

A student on a leave of absence is completely separated from campus and may be on campus or at College-sponsored activities only with written permission from the Associate Dean of Students. Generally, campus visits are limited to the handling of administrative matters related to the student's leave.

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

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

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

WITHDRAWAL

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

For those matters which did not proceed to disposition upon a student's withdrawal from Dickinson, should a student seek to be readmitted within one (1) calendar year of withdrawal, the disposition of the disciplinary matter will proceed at the time application for readmission is made and before a decision on readmission is made by the college.

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

Voluntary

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

Required

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

Appeal of Required Withdrawal for Academic Reasons

Normally, students must wait a full semester after required withdrawal before making reapplication. Students who wish to appeal for immediate reinstatement to active status must petition the Subcommittee on Academic Stan-

dards. To be eligible for appeal, the student (1) must submit a petition with the requisite information outlined below, and (2) have proven his/her ability to achieve the established probationary average. In this written petition, addressed to the Subcommittee and sent to asc@dickinson.edu, the student must include a candid assessment and reflection of the poor academic performance as well as a detailed plan to be implemented to improve academic performance to levels expected by the College should the student be permitted to return.

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

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

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

Administrative

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

Suspension from the College

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

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

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

READMISSION

Any formerly matriculated student who wishes to re-enroll must file a "Request for Application for Readmission." Students who attended another college while withdrawn from Dickinson must have the "Request for Certification for Students Seeking Readmission" completed by an Official at the prior college and submitted directly to the Registrar's Office via mail, e-mail or fax. Such applications should be submitted to the Registrar prior to May 15

for the fall semester and prior to November 15 for the spring semester. Normally, students must wait a full semester (not a summer session) after withdrawal from the college before making reapplication. Students who wish to reapply sooner must petition the Subcommittee on Academic Standards. When possible, the student's academic advisor at the time of withdrawal will be consulted as a part of the subcommittee's consideration of an application for readmission. The student's record while previously enrolled at Dickinson will be considered in the decision. A student who is readmitted must meet the requirements for the degree in effect at the time of readmission. Favorable action in readmission, either by an individual or a committee, does not necessarily constitute a guarantee of a space in the college. It is quite possible that a student applying for readmission might have fulfilled all requirements or conditions for readmission but still be denied access to the college for a particular semester or year because of space limitations.

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

Academic Probation

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

If the student was required to withdraw for non-academic reasons, the application process will normally include a clearance interview with a staff member from the Counseling Center, as well as the possibility of additional documentation being required. Any conditions set forth by the college when the withdrawal became effective must be satisfied at the time of reapplication.

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

Dismissal

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

Expulsion

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

INFORMATION FOR STUDENTS NOT ENROLLED FOR A DICKINSON DEGREE

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

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

CONVERSION TO DEGREE STATUS

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

ACADEMIC CONDUCT

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

Africana Studies Curriculum

MAJOR

Eleven Courses and an Experiential Learning Component

AFST 100: Introduction to Africana Studies

AFST 200: Approaches to Africana Studies

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

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

AFST 400: Writing in Africana Studies

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

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

MINOR

Six (6) courses

Two (2) Required Courses

AFST 100: Introduction to Africana Studies

AFST 200: Approaches to Africana Studies

Four (4) Elective Courses

One (1) course focusing on Africa

One (1) course focusing on the African Diaspora

Two (2) 300-level Africana studies courses (Africa or Diaspora)

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First Year

AFST 100

AFST 200

Sophomore Year

Three courses to fulfill the 220/300 Africa/African Diaspora course requirement

Africana Studies Elective

Junior Year

One course to fulfill 220/300 Africa/Africana Diaspora course requirement

Two 300-level Africana Studies courses in an area of concentration (Africa or Diaspora)

Experiential Learning requirement

Senior Year

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

AFST 400

Senior Thesis

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

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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

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

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

HONORS

Criteria

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

Independent Study (AFST 500)

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

Africana Studies 400

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

Applying for Honors

The department chair, in consultation with the candidate and advisor, will recommend a secondary reader. The primary advisor will assign one grade at the end of the spring term for work in both semesters. Honors candidates will present their work in a public forum as part of Africana Studies 400. The department faculty will read the final thesis and engage each candidate in an oral defense before rendering a decision on honors.

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

Time Line for Honors

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

INTERNSHIPS

Students may choose to pursue an internship that will meet the experiential learning requirement. To satisfy the academic requisite, students will apply specific aspects of the histories and theories of Africana Studies to the work experience. The internship must be approved and will be supervised by the Department Coordinator. Upon completion of the internship, the student will submit a final report.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

In order to gain a deeper understanding of African and African diasporic communities, students are encouraged to study abroad. Typically, students have studied in Cameroon or Tanzania. For a full list of study abroad options, students should contact the [Center for Global Study and Engagement](#).

COURSES***100 Introduction to Africana Studies***

This interdisciplinary introduction to Africana Studies combines teaching foundational texts in the field with instruction in critical reading and writing. The course will cover Africa and the Atlantic Slave Trade, the creation of African Diasporic communities, the conceptualization and representation of Black culture and identity, and the intellectual and institutional development of Black and Africana Studies.

This course is cross-listed as LALC 121.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), Global Diversity, Lat Am, Latino, Carib St Elect, Social Sciences

170 African Civilizations to 1850

This course provides an overview to the political, social, and ecological history of Africa. We will examine the peopling of the continent, the origins of agriculture, the growth of towns and the development of metal tech-

nology. Written sources before the 1400s are almost nonexistent for most of Africa, and so we will use archaeological and linguistic sources. The geographic focus of the course will be the Middle Nile, Aksum in Ethiopia, the Sudanic states in West Africa, Kongo in Central Africa, the Swahili states of the East African coast, and Zimbabwe and KwaZulu in Southern Africa. We will also examine the Atlantic Slave Trade and the colonization of the Cape of Good Hope.

This course is cross-listed as HIST 170.

Attributes: AFST - Africa Course, Appropriate for First-Year, Global Diversity, Social Sciences, Sustainability Connections

171 African History since 1800

In this course we will study the political, social, economic and ecological forces that have shaped African societies since 1800. We will examine in depth the Asante kingdom in West Africa, the Kongo kingdom in Central Africa, and the Zulu kingdom in Southern Africa. European's colonization of Africa and Africans' responses will be a major focus of the course.

This course is cross-listed as HIST 171.

Attributes: AFST - Africa Course, Global Diversity, Social Sciences

200 Approaches to Africana Studies

This course will investigate the importance of conceptual analysis and the development of concepts in the theoretical and textual research of Africana Studies. Thus, the course will focus on various interpretive frameworks and approaches to organizing and understanding Africana Studies, including but not limited to the African model, Afrocentricity, diaspora model, critical race theory, post-modernism, and post colonialism.

Prerequisite: 100.

Attributes: AMST Struct & Instit Elective, Social Sciences, Writing in the Discipline

220 Topics in Africana Studies

Selected topics in Africana Studies at the intermediate level. The subject matter will vary from year to year dependent upon the interests of core and contributing Africana Studies faculty as well as the needs and interests of students. Topics may include the Atlantic Slave Trade and Africans in the Making of the Atlantic World, Major African American Writers, Caribbean Diasporic Identities, among others.

Prerequisite dependent upon topic.

Attributes: Africana Studies Elective, Social Sciences

235 Introduction to Caribbean Studies

The greater Caribbean region was at the center of the formation of the modern African Diaspora. Over the years, the Caribbean region has played an influential role in the development of social and cultural movements throughout the African Diaspora. This class will survey the Caribbean, examining its location, population, diversity, and significant role in shaping world events. Students will become familiar with the Caribbean region, its place as a site of empire, and the important role of key intellectuals who were foundational in developing anti-colonial and post-colonial black consciousness. The course will cover the following areas of inquiry: geography and sociology of the region, key theoretical concepts, leading intellectuals, transforming world events and cultural production.

This course is cross-listed as LALC 122.

Attributes: AFST - Diaspora Course, Appropriate for First-Year, ENST Discip Spec (ESDS), Lat Am, Latino, Carib St Elect, Social Sciences

304 Afro-Brazilian Literature

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

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

Attributes: AFST - Diaspora Course, Humanities, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Writing in the Discipline

310 Special Topics in Caribbean History and Culture

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

Attributes: Social Sciences

320 Topics in Africana Studies

Selected topics in Africana Studies at the advanced level. The subject matter will vary from year to year dependent upon the interests of core and contributing Africana Studies faculty as well as the needs and interests of students. Topics may include Representation of the Black Power Revolution, Black Feminisms, African American Women Writers, African Women’s History, Race, Gender and the Body, Post-Colonial Feminist Science Studies, and Black Aesthetics and Visual Culture, among others.

Prerequisite dependent upon topic.

Attributes: Africana Studies Elective, Social Sciences

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 Curriculum

MAJOR

Thirteen courses

Core courses: 201, 202, 303, 401, 402

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

Structures and Institutions: two courses, from two different departments.

Representation: one course.

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

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

MINOR

Six courses: 201, 202, 303; one topics course at or above the 200-level; one American literature course; one U.S. History course.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First Year/Sophomore Year

AMST 201

AMST 202

One course in American history

One 200-level course in AMST

One course in American literature

One course in Structures and Institutions

Junior Year

AMST 303

One course in representation

One course in American literature at the 300-level

One course in Structures and Institutions

One course in history at or above the 200 level

Senior Year

AMST 401 (fall)

AMST 402 (spring)

Any courses remaining to fill out the major

HONORS

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 core American Studies faculty, shall assess the project(s).

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 Topics in U.S. Cultural Diversity

These courses explore cultural diversity in the United States through an interdisciplinary framework combining historical, literary, and cultural analysis. Students are introduced to the methods and questions central to the interdisciplinary field of American Studies, and special attention is paid to issues of race, ethnicity, gender, class, and sexualities in exploring American histories and cultures. Topics may include ; Class and Culture; Body Politics; Comparative Ethnicities; The New Negro Movement; Race, Class, and the American Dream; Urban Landscapes.

Attributes: Appropriate for First-Year, Social Sciences, US Diversity

200 Aspects of American Culture

Selected topics in American studies at the introductory level. The subject matter will vary from year to year dependent upon the interests of faculty and the needs and interests of students. Recent topics have included mass media; health, illness, and culture; Latino/a U.S.A.; racial politics of popular music; Caribbean-American literary and visual cultures; Black feminisms.

This course is cross-listed as LALC 123 when topic is relevant.

Attributes: Appropriate for First-Year, Social Sciences

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.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), SINE Elective, Social Sciences

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.

Attributes: Social Sciences, Writing in the Discipline

301 Topics in American Studies

Selected topics in American studies at the intermediate level. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field.

Prerequisite: 201 or permission of the instructor. This course is cross-listed as LALC 301 when topic is relevant. NOTE: When cross-listed with Film Studies, prerequisite is one course in either American Studies or Film Studies.

303 Topics in Cultural Theory/Workshops in Cultural Theory

This seminar course develops majors' knowledge of and facility with various theoretical approaches and research methods informing the interdiscipline of American Studies. Topics will vary based on instructors' expertise, and will draw upon key sources of American Studies thought and scholarly practice such as literature, sociology, cultural studies, philosophy, women's and gender studies, cultural anthropology, and history. The course will further develop students' research and writing skills, bridging the 200-level core courses (201 and 202) and the senior seminar sequence (401 and 402). Majors should take this course prior to taking 401, though taking both courses at the same time is possible; but majors must take AMST 303 prior to their taking AMST 402.

Prerequisite: 201, 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: 303, Senior American studies major, or permission of the instructor.

Attributes: Social Sciences

402 Writing in American Studies

Students research and write a substantial research project, normally drawing on their work in 401.

Prerequisite: 303, 401.

Attributes: Social Sciences

Anthropology Curriculum

MAJOR

Eleven courses. Required courses are the three introductory courses (100, 101, and 110), two methods courses (240 or 396, and 241), one theory course (331 or 336), and the Senior Colloquium (400). Students choose four additional anthropology courses, which must represent at least two sub-disciplines (Archaeology, Biological Anthropology, and Cultural Anthropology), and one of which must focus on an ethnographic area other than the United States.

MINOR

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

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

These guidelines suggest courses to take each year rather than specifying a required sequence; the exception is Senior Colloquium, which is taken in the spring semester of the senior year. Students can tailor these guidelines to their circumstances in discussions with an Anthropology faculty member. We recommend completing at least one methods course, and preferably both, prior to study abroad, in case the student has a fieldwork opportunity while abroad. Many students who study abroad complete the Anthropology major and a second major, and some complete three majors.

First Year

ANTH 100, Introduction to Biological Anthropology

ANTH 101, Anthropology for the 21st Century

ANTH 110, Archaeology and World Prehistory

Consider taking a 200-level elective: refer to Academic Bulletin: Anthropology

Sophomore Year

ANTH 240, Qualitative Methods

ANTH 241, Measurement and Quantification

complete a required ethnographic course

ANTH general electives: refer to Academic Bulletin: Anthropology

Junior Year

either ANTH 336, Social Distinctions, or ANTH 331, Principles of Human Evolution

ANTH general electives: refer to Academic Bulletin: Anthropology

finish ANTH course requirements; study abroad

Senior Year

ANTH 400, Senior Colloquium (register in spring semester only)

finish any remaining ANTH requirements or electives

Senior Thesis

Each student majoring in Anthropology completes a senior thesis based on independent original research. Most theses build on fieldwork or laboratory analysis; some develop new perspectives on material already published. A student crafts a thesis in coordination with an advisor and the Senior Colloquium director. During the senior year, seniors present preliminary work on their thesis research to the department faculty for constructive comments toward completing their projects.

FIELDWORK

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

HONORS

Eligibility for honors candidacy requires a minimum overall GPA of 3.6. By the beginning of their senior 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

Most students majoring in anthropology study abroad at some point during their time at Dickinson. Others pursue opportunities for off-campus study in the United States. Students gain unique, hands-on experience in anthropology by participating in field schools in cultural anthropology or archaeology, or through internships at museums and other sites. Opportunities for such experience exist with the Summer Field School in Cultural Anthropology (ANTH 396), for the six-week summer ethnographic field school in Tanzania, East Africa, or for other field schools.

COURSES

100 Introduction to Biological Anthropology

This course provides a comprehensive introduction to the field of biological anthropology. We will examine the development of evolutionary theory. We will then apply evolutionary theory to understand principles of inheritance, familial and population genetics in humans, human biological diversity and adaptations to different environments, behavioral and ecological diversity in nonhuman primates, and the analysis of the human skeleton and fossil record to understand the origin and evolution of the human family.

Three hours classroom and three hours laboratory a week. Offered three semesters over a two-year period.

Attributes: Appropriate for First-Year, ENST Foundations (ESFN), Lab Sciences

101 Introduction to Cultural Anthropology

This course is a comprehensive introduction to how cultural anthropologists study culture and society in diverse contexts. We will use ethnographic case studies from across the world to examine the ways people experience and transform social relationships and culture in areas including families, gender, ethnicity, health, religion, exchange, science, and even what it means to be a person. We will examine how culture and society are embedded within, shape, and are shaped by forces of economics, politics, and environment.

Offered every semester.

Attributes: ARCH Area B Elective, Appropriate for First-Year, ENST Discip Spec (ESDS), Global Diversity, Social Sciences, Sustainability Connections

110 Archaeology and World Prehistory

Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations

of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world.

This course is cross-listed as ARCH 110. Offered every year.

Attributes: Appropriate for First-Year, Arts, ENST Env Stud Spec (ESSP), Food Studies Elective, Global Diversity, SINE Elective, Social Sciences

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.

Attributes: Appropriate for First-Year, Social Sciences

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.

Attributes: Appropriate for First-Year, Social Sciences

212 Development Anthropology

Sociocultural change, development, and modernization in both Western society and the Third World are examined in terms of theory and practice. Emphasis is on the planning, administration, and evaluation of development projects in agriculture, energy, education, health, and nutrition. The increasingly important role of professional anthropologists and anthropological data is examined in the context of government policies and international business.

Offered every other year.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), INST Globaliz & Sustain Course, SINE Elective, Social Sciences

214 Ecological Anthropology

An examination of human adaption to changing environments with an emphasis on systems analysis. Special attention to development and current environmental problems.

Offered every other year.

Attributes: ARCH Area B Elective, Appropriate for First-Year, ENST Society (ESSO), INST Globaliz & Sustain Course, SINE Elective, Social Sciences

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.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), Health Studies Elective, NRSC Non-Div 3 Elective, Social Sciences, Sustainability Connections

217 Gender, Culture, and Transnationalism

This course draws together three important ideas in anthropology --gender, culture, and transnationalism -- to provide insight into the basis for similarities and variations in gender constructs, roles, and statuses across different cultural, political, and economic landscapes. While the course is comparative, it also examines the margins of populations and more abstract collectivities to analyze how new, hybrid gender identities and imagined cultures are produced and experienced, as people and ideas move around the globe.

Offered every other year.

Attributes: ARCH Area B Elective, Appropriate for First-Year, Global Diversity, INST Globaliz & Sustain Course, Social Sciences

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.

Offered every other year.

Attributes: Appropriate for First-Year, Social Sciences

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.

This course is cross-listed as LALC 222. Offered every other year.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), INST Latin America Course, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Social Sciences

223 Native Peoples of Eastern North America

See course description with History 389 listing.

Attributes: AMST Struct & Instit Elective, ARCH Area B Elective, ENST Discip Spec (ESDS), Social Sciences

225 Human Osteology

This course offers an intensive examination of human biological diversity as revealed through the study of human skeletal remains. We will focus on techniques used to identify skeletal remains in archaeological, paleontological, and forensic contexts, as well as examining human skeletal responses to environmental stress and human growth and development throughout the life cycle.

Prerequisite: 100 or 229 or permission of the instructor. Offered every other year.

Attributes: ARCH Area B Elective, Health Studies Elective

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.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), Food Studies Elective, Social Sciences

230 Ethnography of Postcolonial Africa

This course is intended as both an introduction to the ethnography of Africa and an examination of postcolonial situations in Africa. We will learn a great deal about the cultural, social, political, and economic diversity of the continent while avoiding the typological thinking that once characterized area studies. Through ethnography we will learn about African cultures, their historical contingencies, and their entanglements in various fields of power. We will assess the changing influences of pre-colonial traditions, colonialism, postcolonial states, and the global economy.

Offered every fall.

Attributes: ARCH Area B Elective, Global Diversity, INST Africa Course, Social Sciences

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.

Attributes: Appropriate for First-Year, EASN Elective Set 3, Global Diversity, INST Asia Course, Social Sciences

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.

Attributes: ARCH Area B Elective, Appropriate for First-Year, ENST Discip Spec (ESDS), Global Diversity, Social Sciences

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 AMST and SOCI. Offered every other year.

Attributes: AFST - Diaspora Course, Appropriate for First-Year, INST Africa Course, Social Sciences, US Diversity

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.

Attributes: Appropriate for First-Year, Global Diversity, INST Asia Course, Social Sciences

236 Japanese Society

This course is an introduction to contemporary Japanese society. The course examines what everyday life is like in Japan from anthropological and historical perspectives. It explores such major social institutions as families, gender, communities, workplaces, and belief systems. The course focuses as well on the ways in which modernization has affected these institutions and the identities of Japanese people.

Attributes: ANTH Ethnographic Course, EASN Elective Set 3, Global Diversity, Social Sciences

240 Qualitative Methods

This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies. The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students design their own field projects.

Prerequisite: ANTH 101 or SOCI 110.

Attributes: Social Sciences

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 SOCI, ANTH or AMST.

Attributes: ARCH Area A Elective, ARCH Area B Elective, LPPM Empirical Social Analysis, Quantitative Reasoning

245 Selected Topics Anthropology

Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography, or anthropological genetics.

Attributes: ARCH Area B Elective, Social Sciences

251 Paleolithic Archaeology

This course reviews the formative phases in the development of prehistoric cultures and societies during the Plio-Pleistocene in Africa, Europe, and Asia up to the Mesolithic. Archaeological evidence of ecology, subsistence systems, technology, and the evolution of cognitive behavior will be discussed in detail.

This course is cross-listed as ARCH 251.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Discip Spec (ESDS), Global Diversity, Social Sciences

255 Global Eastern Africa

This course examines global connections in the intersections of culture and power that underlie contemporary issues in eastern Africa. The globally marketed indigenous cultures and exotic landscapes of eastern Africa, like current dilemmas of disease and economic development, are products of complex local and transnational processes (gendered, cultural, social, economic, and political) that developed over time. To understand ethnicity, the success or failure of development projects, the social and economic contexts of tourism, responses to the AIDS crisis, the increasing presence of multinational corporations, and other contemporary issues, we will develop an ethnographic perspective that situates cultural knowledge and practice in colonial and postcolonial contexts. While our focus is on eastern Africa, the course will offer students ways to think about research and processes in other contexts.

Offered every two years.

Attributes: ARCH Area B Elective, ENST Discip Spec (ESDS), Global Diversity, INST Africa Course, Social Sciences

256 Health and Healing in Africa

This course addresses three interrelated aspects of health and healing in Africa. We examine health in Africa from a biomedical perspective, learning about disease, morbidity, mortality, and biomedical care. We place African health and health care into a framework of political economy, examining the causes and consequences of illness and disease and the forces that shape and constrain care. We also examine the cultural and historical dimensions of health and healing in specific regions of the continent, bringing ethnographic knowledge to bear on contemporary health problems and thereby gaining an understanding of the lived experiences of health and healing in Africa.

Attributes: ENST Discip Spec (ESDS), Global Diversity, NRSC Non-Div 3 Elective, Social Sciences

260 Environmental Archaeology

The study of the human past requires knowledge of the biological and geophysical systems in which cultures developed and changed. This course explores past environments and the methods and evidence used to reconstruct them. Emphasis is on the integration of geological, botanical, zoological, and bioarchaeological data used to reconstruct Quaternary climates and environments.

This course is cross-listed as ARCH 260. Offered every two years.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Society (ESSO), Food Studies Elective, SINE Elective, Social Sciences

261 Archaeology of North America

This course reviews Pre-Columbian landscapes north of Mesoamerica. We consider topics including the timing and process of the initial peopling of the continent, food production, regional systems of exchange, development of social hierarchies, environmental adaptation and the nature of initial colonial encounters between Europeans and Native Americans. These questions are addressed primarily by culture area and region.

This course is cross-listed as ARCH 261. Offered every two years.

Attributes: ARCH Area B Elective, ENST Discip Spec (ESDS), Social Sciences, US Diversity

262 South American Archaeology

This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will ad-

dress three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments?

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

Attributes: ARCH Area B Elective, Appropriate for First-Year, ENST Env Stud Spec (ESSP), Global Diversity, Lat Am, Latino, Carib St Elect, Social Sciences, Sustainability Connections

290 Archaeological Methods

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

This course is cross-listed as ARCH 290. Prerequisite: Any two ARCH courses at 100- or 200-level; ARCH 110 highly recommended.

Attributes: ENST Discip Spec (ESDS), Writing in the Discipline

300 Archaeological Theory and Interpretation

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

Prerequisite: ARCH 290. This course is cross-listed as ARCH 300. Offered every spring.

Attributes: Arts, Social Sciences

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 glo-

balization 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.

Attributes: ENST Discip Spec (ESDS), Food Studies Elective, Health Studies Elective

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 BIOL 100-level course. Offered every spring.

Attributes: ARCH Area B Elective, ENST Discip Spec (ESDS), NRSC Non-Div 3 Elective, Writing in the Discipline

336 Theory in Cultural Anthropology

This course examines how cultural anthropologists conceptualize their research, the topics and people they study, and their roles as intellectuals. Students read, discuss, and apply primary writings on theories addressing culture, society, power, representation, gender, race, identity, belonging and exclusion, and other experiences in diverse contexts, as well as ethical scholarship. Students join anthropologists in an extended conversation about theories, their uses, and their implications.

Prerequisite: 101. Offered every fall.

Attributes: ARCH Area B Elective, Writing in the Discipline

345 Advanced Topics Anthropology

Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography, or anthropological genetics.

Prerequisite dependent upon topic.

Attributes: Social Sciences

395 Archaeological Field Studies

Application of the fundamentals of archaeological survey, excavation and the laboratory processing and cataloging of artifacts.

This course is cross-listed as ARCH 395.

Attributes: ARCH Area B Elective

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 240. Offered in summer school only.

Attributes: Global Diversity, INST Africa Course

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. Offered every year.

Attributes: Social Sciences

Arabic Curriculum

MINOR

Five (5) courses

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

COURSES

101 Elementary Arabic

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

Attributes: Appropriate for First-Year

102 Elementary Arabic

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

Prerequisite: 101.

201 Intermediate Arabic

Introduction to conversation and composition building on the skills developed in 101 and 102.

Prerequisite: 102.

202 Intermediate Arabic

Continued development of conversation and composition skills using current political and social events, stories, essays, and other materials as the topics for discussion and writing assignments.

Prerequisite: 201. This course fulfills the language graduation requirement.

360 Topics in Arabic Language and Culture

Thematic study of Arabic language and culture, with emphasis on close reading, comprehension and interpretation, and on honing oral expression and comprehension.

Prerequisite: 202, or permission of instructor.

Attributes: Humanities

Archaeology Curriculum

MAJOR

Twelve courses plus field experience

I. METHODOLOGICAL CORE (Six courses)

1. ARCH 110/ANTH 110: Archaeology and World Prehistory
2. ARCH 290/ANTH 290: Archaeological Methods
3. ARCH 300/ANTH 300: Archaeological Theory and Interpretation
4. ARCH 390: Advanced Studies in Archaeology
5. ANTH 100: Introduction to Biological Anthropology
6. ERSC 151: Foundations of Earth Sciences

II. SPECIALIZATION/CONCENTRATION

(Six elective courses)

In consultation with your faculty advisor, choose an area of emphasis (Area A or Area B) and select a coherent set of 6 courses based on your interests. Five of the electives must be within your chosen area of concentration and one must be in the other area:

AREA A: Mediterranean Archaeology and Art

ANTH 241: Measurement and Quantification in the Social Sciences

ARCH 120/CLST 221: Greek Art and Archaeology (only counts if not already taken in the core)

ARCH 130/CLST 224: Roman Archaeology (only counts if not already taken in the core)

ARCH 140: Egyptian Art and Archaeology (only counts if not already taken in the core)

ARCH 150: Near Eastern Art and Archaeology (only counts if not already taken in the core)

ARCH 200: Selected Topics in Archaeology

ARCH 210: Prehistoric Aegean Art and Archaeology (only counts if not already taken in the core)

ARCH 221: Ancient Greek Architecture

ARCH 222: Ancient Greek Sculpture

ARCH 223: Ancient Greek Painting

ARCH 250: Ancient Greek Religion and Sanctuaries

ARCH 251/ANTH 251: Paleolithic Archaeology

ARCH 260/ANTH 260: Environmental Archaeology

ARCH 301: Summer Fieldwork in Classical Archaeology (counts after the Field Experience requirement has been fulfilled)

ARCH 500: Independent Study (only with permission of advisor and consent of instructor)

ARCH 560: Student/Faculty Collaborative Research

ARTH 202: Ancient Art and Art History

ARTH 206: Museum Studies

ARTH 302: Roman Painting

ARTH 303: Roman Portraiture

ARTH 391: Studies in Art History

CLST 100: Greek and Roman Mythology

CLST 110: Introduction to Greek Civilization

CLST 200: Special Topics in Classical Civilization (dependent upon topic)

CLST 253: Roman History

ENST 313: Geographic Information Systems

ERSC 309: Sedimentology and Stratigraphy

MATH 121: Elementary Statistics

MATH 225: Probability and Statistics I

AREA B: Archaeology, Anthropology, and the Environment

ARCH 200: Selected Topics in Archaeology

ARCH 251/ANTH 251: Paleolithic Archaeology

ARCH 260/ANTH 260: Environmental Archaeology

ARCH 261/ANTH 261: Archaeology of North America

ARCH 262/ANTH 262/LALC 262: South American Archaeology

ARCH 395/ANTH 395: Archaeological Field Studies (counts after the Field Experience requirement has been fulfilled)

ARCH 500: Independent Study (only with permission of advisor and consent of instructor)

ARCH 560: Student/Faculty Collaborative Research

ARTH 206: Museum Studies

ANTH 101: Anthropology for the 21st Century (Strongly recommended)

ANTH 214: Ecological Anthropology

ANTH 217: Cross Cultural Perspectives on Gender

ANTH 223: Native Peoples of Eastern North America

ANTH 225: Human Osteology

ANTH 230: Ethnography of Postcolonial Africa

ANTH 233: Anthropology of Religion

ANTH 241: Measurement and Quantification in Social Sciences

ANTH 245: Selected Topics in Anthropology

ANTH 255: Global Eastern Africa

ANTH 331: Principles of Human Evolution

ANTH 336: Social Distinctions

ERSC 141: Earth's Hazards

ERSC 142: Earth's Changing Climate

ERSC 201: Surface Processes

ERSC 205: Introduction to Soil Science

ERSC 305: Earth Materials

ERSC 307: Paleontology

ERSC 309: Sedimentology and Stratigraphy

ERSC 333: Environmental Geophysics

ENST 313: Geographic Information Systems

MATH 121: Elementary Statistics

MATH 225: Probability and Statistics I

III. FIELD EXPERIENCE

May be fulfilled by either: a) summer excavation fieldwork; or, b) museum/lab internship. Students are strongly encouraged to complete the field experience through the offerings by department faculty. The museum/lab internship may be taken as part of an independent study for academic credit through the department OR for a transcript notation through the Office of Academic Advising. All non-Dickinson field schools and museum/lab internships must be pre-approved by your advisor and the program chair.

Ancient & Foreign Languages

Latin or Ancient Greek is strongly recommended for those specifically interested in Greek and Roman archaeology within the Mediterranean Archaeology and Art emphasis (Area A concentration) or double majoring or minor-ing in Classical Studies. Four semesters of a recommended ancient language may be counted collectively as two course credits towards the total of six for the area emphasis.

If it is appropriate to the location of the student's intended field experience (for either area), and with the faculty

advisor's and chair's approval, two courses of a recommended modern language may count collectively as one course credit towards the total of six for the area emphasis (maximum one credit allowed).

MINOR

Six courses plus field experience:

I. METHODOLOGICAL CORE (four courses):

1. ARCH 110/ANTH 110: Archaeology and World Prehistory
2. ARCH 290/ANTH 290: Archaeological Methods
3. ARCH 300/ANTH 300: Archaeological Theory and Interpretation
4. ANTH 100: Introduction to Biological Anthropology

II. AREA EMPHASIS (two 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: Mediterranean Archaeology and Art

At least two courses from among the following: ANTH 100, 241, ARCH 120/CLST 221, ARCH 130/CLST 224, ARCH 140, 150, or 210, ARCH 221, 222, 223, 250, ARCH 251/ANTH 251, ARCH 260/ANTH 260, ARCH 200, ARCH 301 (after the Field Experience requirement has been fulfilled), ARCH 390, 500, 560; ARTH 202, 302, 303, 391; CLST 100, 110, 200, 253; ENST 313; ERSC 141, 142, 309; MATH 121, 225

Area B: Archaeology, Anthropology, and the Environment

At least two courses from among the following: ANTH 100, 101, 214, 217, 223, 225, 230, 233, 241, 245, ARCH 251/ANTH 251, ANTH 255, ARCH 260/ANTH 260, ARCH 261/ANTH 261, and ANTH 331, 336, ANTH/ARCH 395, (after the Field Experience requirement has been fulfilled); ARCH 200, 500, 560; ERSC 141, 142, 201, 305, 307, 309; ENST 313; MATH 121, 225.

III. FIELD EXPERIENCE

May be fulfilled by either: a) summer excavation fieldwork; or, b) museum/lab internship. Students are strongly encouraged to complete the field experience through the offerings by department faculty. The museum/lab internship may be taken as part of an independent study for academic credit through the department OR for a transcript notation through the Career Center. All non-Dickinson field schools and museum/lab internships must be pre-approved by your advisor and the program chair.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The Archeology major is designed to introduce students to archeological methods and theories used by archeologists across the globe and to help students gain greater, more in-depth experience in one of two areas. Students who choose to pursue Area A of the major focus on the Mediterranean and Classical Archaeology. Students who choose to pursue Area B of the major focus on Anthropological Archaeology of the Americas and other world regions as well as Environmental Archaeology. Students are encouraged to explore both areas of study in coursework and in field experiences.

These guidelines suggest courses to take each year rather than specifying a required sequence. Students can tailor these guidelines to their circumstances in discussions with an Archaeology faculty member.

First Year

ARCH 110, Archaeology and World Prehistory

Any 100- or 200- level course in Areas A or B: refer to the Academic Bulletin: Archaeology

ANTH 100, Introduction to Biological Anthropology, or ERSC 141, Earth's Hazards, or ERSC 142, Earth's Changing Climate

Sophomore Year

ARCH 110, Archaeology and World Prehistory (if not taken in First Year)

ARCH electives within chosen Area A or Area B Concentration: refer to the Academic Bulletin: Archaeology

ARCH 290: Archaeological Methods

ANTH 100, Introduction to Biological Anthropology, or ERSC 141, Earth's Hazards, or ERSC 142, Earth's Changing Climate

Summer Field/Lab Experience

Junior Year

ARCH electives within Area A or Area B: refer to the Academic Bulletin: Archaeology

ARCH 300, Archaeological Theory and Interpretation

Study Abroad (one or two semesters) can fulfill electives for Area A or Area B, with departmental approval

Senior Year

Complete ARCH electives within Area A or Area B: refer to the Academic Bulletin: Archaeology

ARCH 390, Advanced Studies in Archaeology

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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

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

HONORS

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

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 chair 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

110 Archaeology and World Prehistory

Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world.

This course is cross-listed as ANTH 110.

Attributes: Appropriate for First-Year, Arts, ENST Env Stud Spec (ESSP), Food Studies Elective, Global Diversity, SINE Elective, Social Sciences

120 Greek Art & Archaeology

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

This course is cross-listed as CLST 221. Offered every fall.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Appropriate for First-Year, Arts

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.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Appropriate for First-Year, Arts

140 Egyptian Art and Archaeology

A general introduction to the art and archaeology of ancient Egypt from the pre-dynastic period to the Hellenis-

tic era, focusing mainly on the archaeological record of the Old, Middle, and New Kingdom. The course includes a survey of public architecture (temple, palatial, funerary) and domestic/secular architecture, sculpture, wall-paintings and reliefs, metalwork, seal-stones, faience/ivory-carving, and pottery, complemented with a comparative study of typological, iconographical, stylistic, and technical aspects and developments. Special emphasis is given to historical developments and the archaeological evidence for the complex political, socio-economic, and cultural evolution of ancient Egypt, including urbanization and centralization of government, administration and writing (hieroglyphics), social hierarchy and craft specialization, ancient environment and technology. Religion, mythology, and literature are also explored, as well as historical sources, relative and absolute chronology, military power and expansionism, diplomacy, international dynamics and trade contacts, and the legacy and impact of ancient Egypt on the modern world. Course content will also include visits to archaeological collections and/or museums and educational CD-ROMs and videos.

Offered every two years.

Attributes: ARCH Area A Elective, Arts, Global Diversity

150 Near Eastern Art and Archaeology

A general introduction to the art and archaeology of the ancient Near East from the time of the first settlements to the Hellenistic era. This course is a historically oriented survey of the archaeological record of the main cultures that emerged and flourished in the ancient Near East, including the Sumer, Akkadians, Babylonians, Hittites, Assyrians, and Persians. The course includes a survey of public, secular, and funerary architecture, sculpture, wall-paintings, metalwork, and pottery, complemented with a comparative study of typological, iconographical, stylistic, and technical aspects and developments. Special emphasis is given to the archaeological evidence for the complex political, socio-economic, and cultural evolution of the ancient Near East, including urbanization, complex systems of government, socio-economic organization, literacy, with careful consideration of the historical record. Religion, mythology, literature, and science are also explored, as well as military power and expansionism, diplomacy, international dynamics and trade contacts, and the legacy of the ancient Near East to world civilization. Course content includes visits to archaeological collections and/or museums and educational CD-ROMs and videos.

Offered every two years.

Attributes: ARCH Area A Elective, Arts, Global Diversity

200 Selected Topics in Archaeology

Courses offered on an occasional basis that cover special periods, methods or topics in archaeology not dealt with in the rest of the curriculum.

Prerequisite: course in DIV I or DIV II, depending upon topic.

Attributes: ARCH Area A Elective, ARCH Area B Elective

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 Prehis-

toric Aegean legacy and contribution to ancient Greek and Western Civilization. Visits to archaeological collections and Museums.

Offered every fall.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Appropriate for First-Year, Arts

218 Geographic Information Systems

Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing.

Three hours classroom and three hours of laboratory per week. This course is cross-listed as ENST 218 and ERSC 218.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Foundations (ESFN), Quantitative Reasoning, Sustainability Investigations

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.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Appropriate for First-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.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Appropriate for First-Year, Arts

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.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Appropriate for First-Year, Arts

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.

Attributes: ARCH Area A Elective, Appropriate for First-Year

251 Paleolithic Archaeology

This course reviews the formative phases in the development of prehistoric cultures and societies during the Plio-Pleistocene in Africa, Europe, and Asia up to the Mesolithic. Archaeological evidence of ecology, subsistence systems, technology, and the evolution of cognitive behavior will be discussed in detail.

Offered every two years.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Discip Spec (ESDS), Global Diversity, Social Sciences

260 Environmental Archaeology

The study of the human past requires knowledge of the biological and geophysical systems in which cultures developed and changed. This course explores past environments and the methods and evidence used to reconstruct them. Emphasis is on the integration of geological, botanical, zoological, and bioarchaeological data used to reconstruct Quaternary climates and environments.

This course is cross-listed as ANTH 260. Offered every two years.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Society (ESSO), Food Studies Elective, SINE Elective,

*Social Sciences***261 Archaeology of North America**

This course reviews Pre-Columbian landscapes north of Mesoamerica. We consider topics including the timing and process of the initial peopling of the continent, food production, regional systems of exchange, development of social hierarchies, environmental adaptation and the nature of initial colonial encounters between Europeans and Native Americans. These questions are addressed primarily by culture area and region.

This course is cross-listed as ANTH 261. Offered every two years.

Attributes: ARCH Area B Elective, ENST Discip Spec (ESDS), Social Sciences, US Diversity

262 South American Archaeology

This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments?

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

Attributes: ARCH Area B Elective, Appropriate for First-Year, ENST Env Stud Spec (ESSP), Global Diversity, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Social Sciences, Sustainability Connections

290 Archaeological Methods

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

This course is cross-listed as ANTH 290. Prerequisites: Any two ARCH courses at 100- or 200-level; ARCH 110 highly recommended.

Attributes: ENST Discip Spec (ESDS), Writing in the Discipline

300 Archaeological Theory and Interpretation

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

archaeology and in the Americas with its roots in anthropology. Students will become conversant with contemporary trends in archaeological theory in both areas from evolutionary, ecological, and systems theory perspectives to agent-based approaches that consider gender, power, and daily practices in shaping past societies. Finally, students will engage with pertinent ethical issues surrounding archaeological patrimony.

Prerequisite: ARCH 290. This course is cross-listed as ANTH 300. Offered every Fall.

Attributes: Arts, Social Sciences

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.

Attributes: ARCH Area A Elective

318 Advanced Applications in GIS

The course is intended as a continuation of the introductory course on Geographic Information Systems, 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques.

Prerequisite: 218 or ENST 218 or ERSC 218 or equivalent GIS experience. Three hours of classroom and three hours of laboratory per week. This course is cross-listed as ENST 318 and ERSC 318. Offered every two years.

Attributes: ENST Applications (ESAP), Quantitative Econ Elective, Sustainability Investigations

320 Ancient Greek Democracy: An Interdisciplinary Approach

Born in ancient Greece, democracy is the most important original contribution to humanity, literally shaping public life, personal freedom, civil rights, education and intellectual advancement ever since, therefore forming the cornerstone of our modern 'western' civilization. This seminar ventures an interdisciplinary investigation of ancient democracy (with special emphasis on the ancient Athenian democracy), its origins, history and evolution, rise and fall, and its diachronic legacy. This interdisciplinary survey will involve a complex multivariate approach and a challenging synthesis of diverse evidence, including ancient literary sources and testimonia; historical accounts and epigraphic evidence on the laws, principles, structure, organization and function of various democratic institutions, offices, and procedures; the archaeological record (monuments and finds); iconographical evidence in contemporary sculpture and vase-painting. Discussions will then focus on the pathology of democracy, an analysis of its diagnostic features and diachronic values, and an evaluation of the legacy and influence of ancient democracy on the earliest modern democratic systems, and an assessment of the variant forms of modern revivals.

Attributes: ARCH Area A Elective, Humanities, Writing in the Discipline

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: 300. Offered occasionally.

Attributes: Writing in the Discipline

395 Archaeological Field Studies

Application of the fundamentals of archaeological survey, excavation and the laboratory processing and cataloging of artifacts.

This course is cross-listed as ANTH 395.

Attributes: ARCH Area B Elective

Art and Art History Curriculum

MAJOR

Art History option: Twelve courses including 101, 102, 108; one course in studio (any level); one course in Ancient Art, either 202 OR either ARCH 120, 130, 210, 221, 222, or 223, or approved course from a Dickinson study abroad program or partner program; one course in Renaissance Art, either 300 or 301; one course above the 100-level in Asian art; 313 or 314; 407; and three electives in art history. Art history majors are also encouraged to consider internships or independent studies, as well as student/faculty collaborative research, directed towards future interests within the discipline; and to take German, French, Italian, Chinese or Japanese, if they are considering graduate work in Art History.

Studio Art option: Twelve courses including 122; either 230 or 321; 101; 102; one art history course at the 300-level; 410 and 411; and five additional studio art electives, including at least one other course at the advanced level and at least one course focused on three-dimensional art. An additional art history class (at any level) can be substituted for one of the five studio art electives. Seniors concentrating in studio art are required to make a public presentation on their thesis work in their final semester. Students electing this option are encouraged to take more studio art and art history courses than required.

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 CURRICULAR FLOW THROUGH THE MAJOR

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

Rather than specify courses in a specific order semester by semester, the following are general guidelines regarding the overall trajectory of the major. First and second year should focus on introductory and intermediate level courses that provide a foundation for advanced study during junior and senior year. To study abroad in art history for a full year, the department requires students to have completed at least four art history courses consisting of two at the intro level and two courses at the upper level (one must be a 300-level course). One intro and three courses at the upper level are also acceptable. For one semester, a minimum of three classes, including one intro and two at the upper level. To study abroad in studio art for a full year, three studio courses and one art history are required; for a semester, two studio courses and one art history.

For information regarding the suggested guidelines, please feel free to contact an A&AH faculty member. Students not following these guidelines may still be able to study for a year abroad and complete the major, but might face a more demanding senior year.

Courses

Introductory level courses should be taken first for both art history and studio tracks. 101, 102, 122, 123. 200-level courses without pre-requisites may also be taken at the initial stages of the major.

200 level courses normally follow, with 207 in art history being offered only during the spring semesters. Ideally, 207 should be taken prior to 407 (senior seminar). 300-level courses, however, may also follow directly from 100-level introductory courses.

Senior Seminars

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

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

For more explicit advising guidelines, contact an A&AH faculty member or see “Advising Guidelines” on the A&AH web site.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Independent study courses are to be set up through consultation with an Art and 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

Department of Art & Art History majors may seek Honors, the highest academic award a department can bestow. For students in the Art History concentration honors in the major are by the invitation of department 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. Students in the Studio Art concentration are invited to apply for honors during the second semester of senior year if they have a 3.7 GPA, or above, within the major by the end of first semester senior year. Eligible students are asked to submit a portfolio that outlines their senior thesis body of work and give a supporting talk to faculty and majors.

INTERNSHIPS

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 adviser and the college internship coordinator.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students in Art and 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

The following course is offered in Bologna:

132 The Arts of Italy

Offered in Bologna, Italy. An introduction to the major visual traditions of the Italian peninsula from antiquity to the end of the 18th century, combined with the basic art historical methodologies necessary to their understanding. Focus will be on the relationship of visual materials to their intellectual, social, and religious underpinnings, with

special emphasis on the artistic traditions and monuments of Bologna. Lectures, discussion, and site visits provide the opportunity to understand artistic production in its larger cultural context. In addition to regular class meetings for lecture and discussion, required group excursions in and around Bologna will be scheduled occasionally on Fridays or Saturdays.

Attributes: Arts

The following courses are offered in Toulouse Summer Session:

261 Architecture and the Figure

France Summer Session. Drawing from the architecture of southwestern France with an emphasis on the figure and its role in establishing scale, movement and narrative.

Prerequisite: 122 or the equivalent, or permission of the instructor.

262 Painting 'en plein air'

France Summer Session. A second-level painting course concentrating on the concepts and practice of painting in the landscape. We will deal with the use of color, space, light and interpretive problems of working on site.

Prerequisite: 122 and 227 or the equivalent, or permission of the instructor.

ART HISTORY COURSES

101 An Introduction to the History of Art

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

Attributes: Appropriate for First-Year, Arts, ENST Discip Spec (ESDS), MEMS Elective

102 An Introduction to the History of Art

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

Attributes: Appropriate for First-Year, Arts, ENST Discip Spec (ESDS), MEMS Elective

108 Arts of East Asia

This course introduces students to a selection of objects and sites that elicit new modes of cultural perception and insight into the artistic cultures of China, Korea, and Japan. Loosely arranged in a chronological order, each week is devoted to in-depth examination of a different type of object, medium, and format. The diverse mediums (sculpture, ceramics, metalwork, lacquer, prints, painting, calligraphy, photography, performance, and architecture) and the long historical span covered in class will chart how culture traveled within East Asia, and later, globally, as well as each culture's distinctive methods of adaptation over time. Major themes include the relationship between artistic production and sociopolitical and socioeconomic development, cultural exchange, aesthetics, impact of religion, power and authority, gender, and issues of modernity. Lectures are supplemented by viewing sessions in the Trout Gallery.

This course is cross-listed as EASN 108.

Attributes: Appropriate for First-Year, Arts, EASN Elective Set 1, ENST Discip Spec (ESDS), Global Diversity

202 Art History & 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.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Arts

204 American Art

This course begins with North American imagery prior to European contact and extends through modernism in the mid-twentieth century. Within this chronological sweep, we address a variety of issues relevant to the development of American art, including the birth of consumer culture, the rise of nationalism, the impact of urbanization and the effects of transnational exchange. We look at a range of media - especially painting, sculpture, prints and photography - across genres such as portraiture, landscape and still life. Students can expect to leave the course with a more complex understanding of American identity and cultural politics, while also developing crucial skills in critical reading, writing and visual analysis.

Prerequisite: 101 or 102, AMST majors, or permission of the instructor.

Attributes: Arts

205 Topics in Art History

An intermediate-level study of selected topics in the history of art and architecture.

Prerequisites: prerequisites as appropriate to topic.

Attributes: Arts

206 Museum Studies

Introduces students to the history, 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.

Offered every two years.

Attributes: Arts, ENST Discip Spec (ESDS)

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.

Attributes: Arts

209 The Japanese Woodblock Print

This course provides a thorough introduction to the woodblock print –Japan’s most celebrated artistic medium— from its emergence in the mid-17th century to the modern era. Technical developments, major genres, and master designers are explored within the context of the print’s relationship to the urban culture of early modern and modern Japan. Topics including censorship, theatricality, the representation of war, nationalism, and Japonisme. Special emphasis is placed on an examination of habits of pictorial representation and protocols of viewing unique to the Japanese print medium. Lectures are supplemented by viewing sessions in the Trout Gallery.

This course is cross-listed as EASN 209.

Attributes: Arts, EASN Elective Set 1, Global Diversity

212 Michelangelo-Man & Myth

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

Prerequisite: 101 or 102, or permission of instructor.

Attributes: Italian St Visual Art & Repres, MEMS Elective

213 Gothic Pilgrimage

This course considers the visual arts of the late Gothic era in the major European cities, courts, and religious centers as seen through the eyes of a pilgrim c. 1400 en route from Hereford to Rome (along the via Francigena), Rome to Jerusalem, and back to Hereford (along the banking trade routes via Cologne). The sites selected trace well-known routes that pilgrims followed to the Holy Land and the objects and monuments they encountered: e.g. the city itself, principal sacred and civic structures, altarpieces, reliquaries, and tombs of saints and rulers. Readings and discussions will examine medieval notions of pilgrimage and its role in late medieval society, with a focus on the rituals and objects associated with death, burial, afterlife, and commemoration. Each object will be considered within the broader fabric of its surroundings, paying particular attention to the rituals and physical context associated with the object and how it would have been experienced by a pilgrim.

Attributes: Arts, MEMS Elective, Writing in the Discipline

215 Seventeenth-Century Dutch and Flemish Art

This course examines Seventeenth-Century Dutch and Flemish art with particular emphasis on paintings, drawings, and prints. Artists including, Rubens, Rembrandt, Vermeer, Haals, Cuypp, and van Goyen, among others will be studied within the cultural, intellectual, and political contexts in which they worked and within which their art was understood. Particular issues pertaining to religious conflict, environmental transformations, and economic conditions (e.g., patronage and the rise of a capitalist market) will also be studied as integral to the making and viewing of art during this period. Readings will be drawn from diverse scholarly interpretations in the art-historical literature as well as relevant primary sources. A trip to the National Gallery of Art in Washington D.C. where students will deliver presentations on specific works of art in the permanent collection, is also an important part of the course.

Prerequisite: ARTH 102 or permission of instructor.

217 Modern and Contemporary Architecture

This course examines the character and development of Modern and Contemporary architecture, with emphasis on the following stylistic periods: Art Nouveau, Arts and Crafts, International Style, Post-Modernism, and Deconstruction. Major architects to be studied include Wright, Gropius, Le Corbusier, Mies, Johnson, Venturi, Gehry, Koolhaas, Gang, and Hadid. Students will also examine 20th and 21st-century urban planning. Through discussions, lectures, and extensive readings primary and secondary sources, students will become familiar with notable architectural styles of the 20th and early 21st centuries; understand the contemporary issues shaping the development of such styles, including politics, social movements, religion, philosophy, and developments in technology; gain the ability to discuss and write about architecture; and establish a critical framework and approach for analyzing architectural history. A field trip to Fallingwater in Western PA will also enhance their understanding of architectural design, construction, and legacy.

Attributes: Arts

219 Gender and Sexuality in Modern American Art

Gender roles and sexual identity are central to the transformations that define what it means to be “modern” in America between the late nineteenth- and mid-twentieth centuries. Artists across a range of media, including painting, sculpture, photography and printmaking, have engaged the ever-changing boundaries of male and female, straight and gay. They have taken up these boundaries in profound and ordinary ways, both in conscious and unintentional ways. Drawing upon recent scholarship in American art, this course analyzes the shifts in the work of artists from the lesser-known nineteenth-century gender-bending printmaker Ellen Day Hale to the visual culture surrounding the notorious Oscar Wilde and, in the twentieth century, the sexual politics of such famous artist couples as Georgia O’Keeffe and Alfred Stieglitz, Lee Krasner and Jackson Pollock, Jasper Johns and Robert Rauschenberg.

Prerequisites: 102 or WGST 102 or AMST 102 or permission of instructor.

Attributes: Arts, US Diversity

252 Philosophy of Art

The discipline of aesthetics is primarily concerned with philosophical questions about art and beauty. This course will examine classic and contemporary Western discussions of such questions as, What is art? How can we determine what a work of art means? Are beauty and other aesthetic qualities subjective or objective? How should the quality of a work of art be assessed? Is there a general way to describe the creative process? What are the driving forces in the unfolding of art history? We will encounter such giants of the Western intellectual tradition as Plato, Aristotle, Hume, Kant, and Hegel, and also such contemporary figures as Arthur Danto, Richard Wollheim, and Kendall Walton.

Prerequisites: one previous course in art history or philosophy, or permission of the instructor. This course is cross-listed as PHIL 252.

Attributes: Appropriate for First-Year, Arts, ENST Discip Spec (ESDS), Humanities

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 Massacio, 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.

Attributes: Italian St Visual Art & Repres, MEMS Elective, Writing in the Discipline

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.

Attributes: Italian St Visual Art & Repres, MEMS Elective, Writing in the Discipline

305 Topics on Modern Design in East Asia

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

Prerequisite: ARTH 108 or ARTH 209 or two art history or two non-language EASN courses.

Attributes: EASN Elective Set 1, Global Diversity, Writing in the Discipline

313 Modern Art

This course surveys key artistic movements and styles in a period of roughly one hundred years, beginning with Realism in the 1840s France and ending with Abstract Expressionism in 1950s America. Much of the course focuses on painting, though discussions of architecture, design, sculpture and photography also play an important role. We begin with the question of what modernism is: When did it begin? What makes a work of art "modern"? How is modernism different from what preceded it? Students learn to recognize, understand and discuss the defining features of modernism in its major manifestations, while also developing an understanding of themes such as the role of African art in modernism, the changing dynamics between the fine arts and popular culture, the role of technology as an influence on art, and the place of particular critics, galleries, and museums in shaping the discourses of modernism. Individual research projects give students the chance to explore a specific artist, style or theme in depth, while a field trip to National Gallery of Art and the Hirshhorn Museum in Washington D.C. provide an opportunity to see significant works of modern art firsthand. Assigned reading incorporate both secondary sources as well as artist's manifestos and aesthetic philosophies as primary source text.

Prerequisite: 101 and 102 or permission of the instructor.

Attributes: AMST Representation Elective, INST European Course

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.

Attributes: AMST Representation Elective, Arts

375 Beauty

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

Prerequisites: one previous course in art history or philosophy, or permission of the instructor. This course is cross-listed as PHIL 275.

Attributes: Arts, ENST Discip Spec (ESDS), Humanities

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.

Attributes: ARCH Area A Elective

407 Art History Senior Seminar

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

Prerequisite: Senior Art History majors only.

STUDIO ART COURSES

122 Fundamentals of Composition and Drawing

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

Attributes: Appropriate for First-Year, Arts, ENST Discip Spec (ESDS)

123 Fundamentals of Sculpture

A studio course covering basic elements of three-dimensional composition and sculpture. Students will construct sculptures examining a range of media and fabrication techniques.

Attributes: Appropriate for First-Year, Arts

130 Art and Sustainability

This course promotes themes of sustainability and social engagement as the catalyst for artmaking. Primarily investigated through the design and construction of sculptures, installation art or other creative acts, students will explore creative practices exemplified by land art, social practice art, collaborative art, and social sculpture, among others.

Attributes: Arts, ENST Humanities/Arts (ESHA), Sustainability Connections

160 Special Topics in Studio

Selected techniques and concepts in studio, taught at the introductory level. The content of each course will be altered periodically.

Attributes: Arts

221 Introduction to Photography

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

Attributes: Appropriate for First-Year, Arts, ENST Discip Spec (ESDS)

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.

Attributes: Arts

223 Digital Studio 1: Image Manipulation and Experimental Processes

This course will focus on 2-dimensional studio processes in the digital environment. It will also explore how digital processes can be used in conjunction with traditional processes like drawing, painting, and printmaking. The initial goal of this class will be to gain a thorough understanding of Adobe Photoshop for image manipulation. As the semester progresses, the class will explore uses of digital technology in contemporary art practice, including experimental processes.

**Please note: this is not a photography course, some photo related processes will be part of the class, but those students looking for a more traditional approach to photography should consider the 221 Intro to Photography class. Prerequisite: 122, 221, or permission of the instructor.*

Attributes: Arts

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.

Attributes: Appropriate for First-Year, Arts

226 Ceramic Sculpture

This introductory course examines the principal attributes of sculpture with a focus on clay as the primary fabrication material. Students will examine a range of firing, glazing, and construction techniques.

Satisfies 3D requirement for the studio art major.

Attributes: Appropriate for First-Year, Arts

227 Fundamentals of Painting

A basic studio course exploring the techniques, practices and history of painting and theories of color. Working from observation, subject matter will range from still-life and landscape to architecture and the figure.

Prerequisite: 122 or permission of the instructor.

228 Printmaking Survey

A studio course in which students will gain a working knowledge in each of the three major areas of printmaking: intaglio, lithography, and relief-printing.

Prerequisite: 122 or permission of the instructor.

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.

Attributes: Arts

235 Post Studio Projects

The course provides an introduction to a variety of art making processes and philosophies outside a traditional studio context. Projects focus on individual and collaborative experiences that are not media specific; students create site-specific interventions, text-based installations, and performances, among other explorations, to consider critical and conceptual approaches to art.

Prerequisite: One studio course or permission of instructor.

260 Special Topics in Studio Art

Selected techniques and concepts in studio, taught at the introductory to intermediate level. The content of each course will be altered periodically.

Prerequisites: depending on topic or permission of the instructor.

Attributes: Arts

320 Advanced Photography & Imaging

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

Prerequisite: 221, or permission of the instructor.

321 Advanced Drawing

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

Prerequisite: 122 or permission of the instructor.

322 Digital Studio 2: Time-Based Process

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

Prerequisites: ARTH 122 and one studio course at the 200-level or higher, or permission of instructor.

323 Advanced Sculpture

Various sculpture media and studio processes will be explored including welding, casting, mold making, installation art, and expanded media as appropriate. An emphasis will be placed on technical and conceptual development to realize individual creative expressions.

Prerequisite: 123.

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.

Attributes: Arts

335 Lithography

A studio course exploring the art, techniques, and history of drawing and printing from the stone. Metal plate, color, and photo-lithography will also be explored.

Prerequisite: 122 or permission of the instructor.

360 Special Advanced Topics in Studio Art

Selected advanced studio techniques and concepts. The content of each course will be altered periodically.

Prerequisites: two studio art courses at the 100- or 200-level, or permission of the instructor.

Attributes: Arts

410 Senior Studio Seminar, Part 1

The first in a two-course sequence required for senior studio art majors. Critiques of students' work will include examination of timely topics in the visual arts and the relationship of the artist to society. Critiques, selected critical readings, museum visits and visiting artists will provide the basis for discussion.

Prerequisite: Majors only or permission of instructor. Co-requisite: One studio course.

411 Senior Studio, Part 2

Second half of the required, yearlong capstone for senior studio art majors. This course will continue with the critique-based model of independent studio practice as established in the first semester. The main focus of this course will be completing a fully developed body of thesis work for exhibition in the Trout Gallery, and the production of a supporting catalog.

Prerequisite: 410

Astronomy Curriculum

See [Physics and Astronomy](#)

Biochemistry and Molecular Biology Curriculum

MAJOR

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

Chemistry: 131, 132, 241, and 242 (OR 141, 241, 242); Elective: 490 (depending upon topic)

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

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

Physics: 131 or 141, 132 or 142

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. a student/faculty collaborative research project in Biochemistry & Molecular Biology
3. on off-campus internship for credit in Biochemistry & Molecular Biology
4. 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.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

There are several approaches for completion of the major; the flexibility is provided to enable students to study abroad. That being said, it is very important to start Chemistry during the first semester (based on placement scores in Chemistry and in Math). In addition to CHEM 131 or 141, interested students should take either a Math class or a Biology 130-level course.

If starting Chemistry during the first semester of college is not recommended (based on Math placement), then interested students should take MATH 151 during the first year (first semester if possible, so MATH 170 could be taken in Spring of the first year). Students also should complete the BIOL 130-level coursework during the first year (one BIOL class in each semester).

Therefore, during the first year, students are encouraged to complete four science/math courses towards the major; as noted above, initiating Chemistry during the Fall semester of the first year is the best approach (depending on the Math and Chemistry placement test results).

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

Note that the Research requirement for BCMB can be fulfilled on-campus during a semester (BCMB 560 - Student-Faculty Research), on-campus during a summer, or off-campus (typically during a summer, but some students have performed research when studying abroad at the University of East Anglia or the University of Queensland).

Option 1

Semester 1	Semester 2	Semester 3	Semester 4
FYS	Distribution	Math 170	Math 171
Chem 131	Chem 132	Chem 241	Chem 242
Bio 130 Level	Bio 130 Level	Bio 126	Distribution
Foreign Language	Foreign Language	Foreign Language	Distribution

Option 2

Semester 1	Semester 2	Semester 3	Semester 4
FYS	Distribution	Math 171	Distribution
Chem 141	Math 170	Chem 241	Chem 242
Bio 130 Level	Bio 130 Level	Bio 126	Bio 313
Foreign Language	Foreign Language	Foreign Language	Distribution

Option 3

Semester 1	Semester 2	Semester 3	Semester 4
FYS	Bio 130 Level	Bio 130 Level	Bio 126
Chem 131	Chem 132	Chem 241	Chem 242
Math 151	Math 170	Math 171	Distribution
Foreign Language	Foreign Language	Foreign Language	Distribution

HONORS

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

For specific guidelines and procedures see the [Biochemistry & Molecular Biology Department web site](#).

Biology Curriculum

MAJOR

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

Biology 131 and 132

Seven courses beyond 131 and 132

- One course at the 200-level (with or without lab)
- Two courses from each the following two categories (4 total). At least one in each category must have a lab.
 - Courses that focus on the advanced study of molecules, genes, and/or cells: BIOL 213, 216, 313, 316, 318, 326, 327, 335, 343, 417, 418, 419, 425, 427, 433
 - Courses that focus on the advanced study of organisms, populations, and/or ecosystems: BIOL 215, 221, 224, 314, 325, 322, 323, 325, 332, 333, 334, 416
- Two additional lab courses at the 200, 300, or 400 level. Students may use a 500-level credit-earning research experience as one of these lab courses.

Please note the following:

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

CHEM 241 and 242

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

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

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

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

MINOR

Six courses

BIOL 131 and 132

Four courses at the upper level (200, 300, 400-level)

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

CHEM 131 and 132 (or 141)

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

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

First year

Chemistry 131 and 132, or 141; Biology 131 or 132

Sophomore

Chemistry 241 and 242, Biology 132 or 131

One or two Biology 200-level courses

Junior

Study abroad! Three Biology 300-level courses

Senior

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

Other courses not required for the biology major but that you might consider, depending on your interests: two semesters of mathematical sciences (Calculus and/or Statistics) and two semesters of Physics are strongly recommended for students intending graduate study toward an advanced degree in Biology or the health professions.

NOTE: For students who entered the college before FA17, information about the old curriculum can be found at http://www.dickinson.edu/download/downloads/id/6238/bulletin_16-17.pdf

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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

1. an independent research project OR a student/faculty collaborative research project for biology credit;
5. an off-campus internship with significant research component;
6. 412 - Seminar;
7. a research experience not covered by the above but deemed equivalent. Proposals should be submitted to the student's faculty advisor who will determine whether or not the completed experience satisfies the research requirement.

HONORS

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

OPPORTUNITIES FOR OFF-CAMPUS STUDY

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

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

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."

CO-CURRICULAR ACTIVITIES/PROGRAMS

Research experiences for students

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

Active learning

Active learning in the sciences at Dickinson has a long tradition and the Biology Department has been a consistent participant in this effort. The lab-based courses taught in the department are, by their very nature, excellent examples of active learning in that students engage in lab and field activities that often mirror research experiences and help illustrate key concepts in the course. However, faculty also apply numerous active learning approaches in the lecture/discussion portions of their courses to include the guided discussion of the scientific literature, the group-based solving of problems in class, the consideration of case studies, and the extensive integration of technology. Examples of the latter include virtual lab exercises, analysis of 3D representations of nucleic acid and protein structure, utilization of large scale genomic and proteomic sequence-based data sets, and incorporation of web-based data analysis.

Interdisciplinarity

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

Global campus

Biology majors study off campus without delaying progress towards graduation. The Biology faculty have helped initiate, shape and lead the Dickinson overseas science programs at the University of East Anglia (UEA) in the UK and at the University of Queensland (UQ) in Australia and our majors have shown a high level of participation in both of these partner programs. Department faculty have served as the on-site faculty director of the Dickinson UEA science program and have collaborated with UEA and UQ faculty in teaching and research efforts. Recently, a department member developed the Dickinson Global Scholars program to facilitate intensive student-faculty research at our partner institutions abroad and the initial program took place at UQ in Spring 2012. The international dimension of our program is not limited to these excellent study abroad opportunities but also extends into faculty teaching and research programs, including the incorporation of international dimensions into coursework as well as collaboration with international investigators in terms of research. In addition, we have two formal institutional affiliations with off-campus programs that serve our biology majors: the School for Field Studies and the Semester in Environmental Science at the Marine Biological Laboratory.

Sustainability

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

COURSES

131 Introduction to Organisms, Populations, and Ecosystems Topics

This introductory course spans levels of biological organization from basic multicellular microanatomy to organismal physiology and ecology, as understood through the lens of evolution. Course content will be focused around a specific theme determined by the instructor, and will include evolutionary principles of variation, selection, competition and cooperation, and how their operation at different levels of organization accounts for form and function of organisms, communities, and ecosystems. We will investigate homeostasis, reproduction and development as physiological processes that take place within organisms, and as ecological processes that interact with the environment and generate diversity of form over evolutionary time. Finally we will take stock of the existing forms and levels of biological organization and ask how their relationships establish the biosphere in which we live.

Three hours classroom and three hours laboratory a week. This is one of two courses required of all Biology majors before entering the upper level. It is complementary to BIOL 132 – Introduction to Molecules, Genes, and Cells, and the courses may be taken in either order.

Attributes: Lab Sciences, Quantitative Reasoning, Sustainability Investigations

132 Introduction to Molecules, Genes, and Cells Topics

This introductory course approaches core biological themes from the molecular and cellular level, and is complementary to BIOL 131, Introduction to Organisms, Populations, and Ecosystems. Course content will be focused around a specific theme determined by the instructor, and will include biomolecule and cell structure and function; cell signaling and communication; chromosome and gene structure; DNA replication; transcription; and translation. The course will involve lecture, discussion, and readings from scientific literature. Laboratory exercises include both classic and modern approaches to cellular and molecular biology utilizing prokaryotic and/or eukaryotic organisms. The laboratory will stress the discovery approach in applying current techniques to biological experiments.

Three hours classroom and three hours laboratory a week. This is one of two courses required of all Biology majors before completing upper level coursework. It is complementary to BIOL 131 – Introduction to Organisms, Populations, and Ecosystems, and the courses may be taken in either order.

Attributes: Lab Sciences, Quantitative Reasoning

201 Foundational Topics in Biology w/lab

This foundational course provides students an opportunity to explore a discipline in biology in depth. Subject areas will vary and will be based upon instructor's interests and expertise. Topic, course structure, credit and instructor will be announced by preregistration.

Six hours classroom a week. Prerequisite: 131 and 132.

213 Cell and Tissue Biology w/Lab

An introduction to the structure and function of eukaryotic cells and how they interact to behave as tissues. The course will focus on the molecular mechanisms underlying cell processes and involve lectures, discussions and readings from the current literature. The laboratory will stress the discovery approach in applying state of the art techniques to cell biological and tissue-level experiments.

Three hours classroom and three hours laboratory a week. Prerequisites: 131 and 132.

Attributes: ENST Foundations (ESFN)

215 Evolution w/Lab

A study of the mechanics of evolutionary change and its role within populations. Topics typically covered include macroevolution vs microevolution, natural selection, adaptation, neutral theory, population genetics, speciation, extinction, and sex and sexuality. Interactive lectures, readings from the primary literature, laboratory and field investigations, and simulation exercises will be used to actively explore the principles of evolutionary change and its consequences.

Three hours classroom and three hours laboratory a week. Prerequisites: 131 and 132; for Neuroscience majors only, 132 and PSYC 125.

Attributes: ENST Foundations (ESFN), Quantitative Reasoning

216 Genetics w/Lab

A study of Mendelian genetics, linkage, and mutation. An introduction to basic DNA structure and function including replication, transcription, and translation. Laboratory exercises involve both classic and molecular approaches to genetic analysis utilizing prokaryotic and eukaryotic organisms.

Six hours classroom a week. Prerequisites: 131 & 132. For Neuroscience majors only, prerequisite is 132 and PSYC 125.

Attributes: ENST Foundations (ESFN), NRSC Science Elective

221 Animal Diversity w/Lab

An exploration of the enormous diversity of animal life. We will study developmental processes and evolutionary patterns as a coherent approach to comprehending the organizational principles of disparate animal body plans. Students will be introduced to the morphological and physiological adaptations of the major phyla that fit them to their ecological roles in marine, aquatic and terrestrial environments.

Three hours lecture and three hours laboratory a week. Prerequisites: 131 and 132; For Neuroscience majors only, 132 and PSYC 125.

Attributes: ENST Foundations (ESFN), Sustainability Connections

224 Plant Geography & Ecology w/Lab

Analysis of factors determining the distribution and abundance of plant species, including study of plant migration patterns today and in the distant past. Lecture includes examples and readings from classic and recent research. Field, laboratory, and greenhouse studies focus on plant demography, plant-animal interactions, plant community structure, competition, soil and water relations, and other topics.

Six hours classroom a week. Prerequisites: 131 and 132 OR ENST 161 and 162.

Attributes: ENST Applications (ESAP)

301 Advanced Topics in Biology

This advanced course allows students to build depth in an area of biology. The topic, course, structure, credit and instructor will be announced by preregistration.

Three or six hours a week, dependent upon topic and instructor. Prerequisites: One 200-level biology course.

313 Cell Biology w/Lab

An introduction to the structure and function of cells, with emphasis on the molecular mechanisms of cellular processes. The course will involve discussion-oriented lectures and readings from the current literature. The laboratory will stress the discovery approach in applying state of the art techniques to cell biological experiments.

Six hours classroom a week. Prerequisites: One 200-level BIOL course. For Neuroscience majors only, prerequisite is 132 and PSYC 125 and NRSC 200.

Attributes: ENST Foundations (ESFN), NRSC Science Elective

314 Ecology w/Lab

Study of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature.

Six hours classroom a week. Prerequisites: One 200-level Biology course. For ENST/ENSC majors only, prerequisite is ENST 162. For Neuroscience majors only, prerequisite is NRSC 200.

Attributes: ENST Applications (ESAP), NRSC Science Elective, SINE Elective, Sustainability Investigations

316 Genomics, Proteomics & Bioinformatics w/Lab

The genome contains all the information required for the construction and operation of an organism. Selective utilization of the genome determines the transcriptome, which directs the creation of a proteome that is cell-type and condition specific. Today, molecular biologists are able to study whole genomes, transcriptomes, and proteomes allowing for an integrative analysis of living systems. This course will explore these genomic and proteomic techniques and their many applications. Central to these molecular methods are computational tools that facilitate the analysis of the large data sets generated. A variety of bioinformatics approaches will be explored through implementation of student designed, hypothesis-driven, research projects employing existing datasets.

Six hours classroom per week. Prerequisites: 216 or permission of instructor.

318 Animal Development w/Lab

This course offers an introduction to the development of multicellular animals. The study of development addresses the following question: how does a single cell—the fertilized egg—give rise to a complex organism, containing many cells of many types? Three essential processes must occur for development to proceed: an increase in cell number through division; an increase in types of cells through differentiation; and the arrangement of cells into organs, tissues, appendages and other complex structures. In this course, we will examine the cellular and molecular mechanisms that underlie these processes, with a focus on the current understanding of, and approaches used to investigate, the genetic basis of development of model organisms.

Six classroom hours a week. Prerequisites: One 200-level biology course. For Neuroscience majors only, the prerequisite is NRSC 200.

Attributes: ENST Foundations (ESFN), NRSC Science Elective

322 Plant Systematics w/Lab

A systematic survey of the plant kingdom through the collection and study of living plants. Frequent field trips are conducted as weather permits. An herbarium of named plants is prepared. Emphasis will be placed on the diverse features of plants which permit effective study of fundamental biological problems.

Six hours classroom a week. Prerequisites: One 200-level Biology course.

Attributes: ENST Applications (ESAP)

323 Algae, Fungi & Lichens W/Lab

Study of the systematics, morphology, ecology, evolution, physiology and development of algae, fungi, and lichens. Lecture and discussion include examples and readings from classic and recent research. Laboratories include field surveys and collections, follow-up laboratory identifications, and experimental investigations including directed individual or small-group research projects.

Six hours classroom a week. Prerequisites: One 200-level Biology course. Offered every other year.

Attributes: ENST Foundations (ESFN)

325 Plant Physiology w/Lab

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: One 200-level Biology course. For ENST/ENSC majors only, prerequisite is ENST 162.

Attributes: ENST Applications (ESAP), Food Studies Elective, Writing in the Discipline

326 Microbiology w/Lab

Molecular biology, genetics, and biochemistry (structure and function) of bacteria, archaea, and viruses. Includes an introduction to the immune system and mechanisms of medical control of microbes. Molecular mechanisms of bacterial pathogenesis are addressed via readings from the recent primary literature. Laboratory exercises include the isolation and characterization of unknown bacteria using traditional and molecular methods, and modern genomic approaches to characterizing host response to infection.

Six hours classroom a week. Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.

Attributes: ENST Foundations (ESFN), Health Studies Elective, NRSC Science Elective

327 Developmental Neurobiology w/Lab

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

Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.

Attributes: Biology Zoology Requirement, NRSC Science Elective

330 Neurobiology w/Lab

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 by histochemical and anatomical techniques such as immunocytochemistry and confocal microscopy.

Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.

Attributes: NRSC Science Elective

331 Principles of Biochemistry

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

Prerequisite: CHEM 242. This course is cross-listed as CHEM 331.

Attributes: NRSC Science Elective

332 Natural History of Vertebrates w/Lab

An exploration into the lifestyles of vertebrates heavily focused on field biology. Natural history is strongly dependent on descriptive anatomy and systematics and therefore this course will cover the evolutionary relationships among vertebrates highlighting unique features that facilitated the success of the major groups. In field labs, students will develop observational skills such as how to identify a bird by its song, a frog by its call, a mammal by the color of its pelage, and a snake by its shed skin. Indoor labs will focus on identifying species from preserved specimens as well as providing students with the skills necessary to preserve vertebrates for future study. Preservation methods could include preparing museum-quality mammal and bird skins, formalin fixation of fish, and skeletal preparations.

Three hours classroom and three hours laboratory a week. Prerequisites: two Biology courses numbered between 120 and 129 OR ERSC 307. Offered every two years.

Attributes: ENST Applications (ESAP), Sustainability Connections

333 Physiology w/Lab

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: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.

Attributes: ENST Foundations (ESFN), Health Studies Elective, NRSC Science Elective

334 Vertebrate Biology w/Lab

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: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.

Attributes: ENST Foundations (ESFN), NRSC Science Elective

335 Microanatomy

An integrated lecture and laboratory course focused on the functional microanatomy/histology of mammals. This course will examine the microscopic anatomy of cells, tissues, organ, and organ systems and the crucial relationship between form and function. The laboratory portion of the course will emphasize the process of microscopic examination and cover methods of contemporary histologic technique.

Prerequisites: One 200-level BIOL course. For Neuroscience majors, prerequisite is NRSC 200.

Attributes: Health Studies Elective, NRSC Science Elective

342 Structure and Function of Biomolecules w/Lab

This course is an introductory biochemistry course focused on the chemistry of the major molecules that compose living matter. The structure and function of the major classes of biomolecules (nucleic acids, proteins, lipids, and carbohydrates) are addressed along with other topics including bioenergetics, enzyme catalysis, and information transfer at the molecular level. The laboratory portion of the course focuses on methods used to study the properties and behavior of biological molecules and their functions in the cell.

Three hours lecture and four hours of laboratory per week. Prerequisite: CHEM 242; an introductory biology course is highly recommended. This course is cross-listed as CHEM 342.

Attributes: NRSC Science Elective

343 Metabolism

A survey of the metabolic processes in animals and plants, including signal transduction, aerobic and anaerobic respiration, and photosynthesis, as well as the biosynthesis of the major types of biomolecules. For each metabolic pathway, we will examine the regulation of enzymes and related genes, their energetic requirements, and the function of pathway end products. Both the normal functioning of metabolic pathways and common metabolic malfunctions, e.g., human inborn errors of metabolism, will be considered. Selected readings from the primary literature and the popular press are required. Students will complete detailed case studies focusing on human metabolism and metabolic disorders.

Three hours classroom a week. Prerequisite: CHEM 242. This course is cross-listed as CHEM 343.

Attributes: ENST Foundations (ESFN), Food Studies Elective

380 Immunology

An in-depth study of the field of immunobiology with an emphasis on the mammalian immune system. Topics include the innate and adaptive immune responses, immunochemistry, immunogenetics, and immunopathology. Emphasis in the class and the laboratory will be on the process and analysis of experimental investigation.

Prerequisites: BIOL 213 or 216.

Attributes: Health Studies Elective

401 Special Topics

An in-depth study of specialized subject areas of biology. Some recent topics included Experimental Virology, Ornithology, and Histology. Topic, course structure, credit, and instructor will be announced by preregistration.

Prerequisite dependent upon topic. Offered occasionally.

412 Seminar

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

Prerequisites: two Biology courses numbered between 120 and 129, and one upper-level biology course.

416 Population Genetics w/Lab

This is a course on advanced genetics in the genomics age. Whole genome sequences are accumulating at an increasingly rapid pace. Our current challenge is to uncover meaning in the hundreds of billions of base pairs that are now available. The fields of study that strive to make sense of all this variation are population and quantitative genetics. In this course, we will survey topics in population genetics, the study of frequencies of alleles in populations, and quantitative genetics, the study of continuously varying traits, with the goal of developing a deeper understanding of the connection between genotypes and phenotypes. This course will integrate lectures, in-class discussions, and wet and dry (computational) labs to provide a comprehensive perspective on population and quantitative genetics.

Three hours classroom and three hours laboratory a week. Prerequisite: 215 or 216.

Attributes: ENST Foundations (ESFN)

417 Molecular Genetics w/Lab

A study of the molecular aspects of gene structure and function. Course topics include recombinant DNA techniques, regulation of gene expression, oncogenes, tumor suppressor genes, molecular developmental genetics, and human molecular genetics. The laboratory studies utilize contemporary, molecular methods to explore DNA organization and function.

Six hours classroom/laboratory a week. Prerequisites: One of the following: 216, 313, 316, 318, 326, 327, 380, or permission of the instructor.

Attributes: ENST Foundations (ESFN), NRSC Science Elective

418 Developmental Genomics

In this course we focus on the regulation of gene expression during development. Course topics include mechanisms of control of gene expression, comparative genomics, molecular evolution, the theory and use of bioinformatics to address these topics, and molecular techniques used to assess and perturb gene expression during development. Laboratory studies will utilize molecular and data-mining approaches to investigate the roles of genes during development.

Six hours classroom a week. Prerequisites: 216.

419 RNA w/Lab

A focused study of biochemical, cellular, and molecular aspects of ribonucleic acid (RNA). Topics of study include RNA structure, RNA processing and turnover, splicing, ribozymes and riboswitches, RNA interference, RNA editing and modification, small RNAs and RNA viruses. Regular reading and discussion of primary literature will complement the lectures. The laboratory will utilize modern molecular biology techniques for working with and using RNA to perform original research.

Six hours classroom/laboratory a week. Prerequisites: BIOL 216, 313, 316, 318, 326, 327 or 380.

425 The Biology of Cancer w/lab

Cancer is a genetic disorder that affects some 10 million people worldwide. In the United States, cancer is a close second to heart disease as the leading cause of death. This course will examine the molecular basis of cancer including the genes and signaling pathways involved in malignant transformation and the physiological consequences of uncontrolled cell growth. Current methods in cancer research and recent advances in cancer treatment will also be discussed. Specific topics covered will include: oncogenes and tumor suppressor genes, oncogenic mutation, tumor viruses, apoptosis, angiogenesis, metastasis, tumor immunology, radiation therapy, chemotherapy, and biological therapy.

Six hours classroom/laboratory a week. Prerequisite: One of the following: 216, 313, 316, 318, 326, 327, 380, or permission of the instructor.

Attributes: ENST Foundations (ESFN)

427 Virology

An introduction to the molecular and cellular biology of viruses. Topics of study include the life cycle of viruses in general and their relationships with their hosts, including the processes of attachment to, entry into, genomic replication within, and exit from, cells. Aspects of pathogenesis, disease, the immune response to viruses, and vaccines, also will be studied. Related topics (such as prions, RNA interference, and public health issues) may be discussed. Regular reading and discussion of primary literature will complement the lectures.

Three hours classroom a week. Prerequisite: 213, 216, 313, 316, 318, 326 or 327.

Attributes: Health Studies Elective

433 Molecular Pathophysiology w/Lab

Human diseases often result from disordered physiology (pathophysiology) and therefore the abilities to understand disease and design specific and effective treatments are dependent on understanding normal physiological processes and the ways in which these can become disordered. This course will review the normal structure and function of select systems in the human body and subsequently examine the cellular, molecular, and systemic pathophysiological mechanisms that underlie common diseases related to that system with an emphasis on critical analysis of current biomedical literature. The laboratory portion of the course will involve original research projects using cell culture and animal models of human disease. Six hours of classroom/laboratory a week. Prerequisites: at least one upper-level physiology or cellular & molecular biology course: 216, 313, 318, 326, 327, 330, 333, 334, 335, 342, 380 or permission of instructor.

Attributes: Writing in the Discipline

Chemistry Curriculum

MAJOR

Option I with ACS certification:

CHEM 141 (or 131, 132), 241, 242, 243, 244, 341, 342, 347, and an elective (490)

PHYS 131 or 141 and 132 or 142

MATH 170, 171

An approved research experience. A research experience may be fulfilled by completion of an approved laboratory-based research project at Dickinson (eight weeks during summer or a two-semester research project) or at an off-campus site.

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

Option II without ACS certification:

CHEM 141 (or 131, 132), 241, 242, 243, 244, 331 or 342, 341, 347, and an elective (490)

PHYS 131 or 141 and 132 or 142

MATH 170, 171

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

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

MINOR

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

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

Possible Routes through the Chemistry Major	Track 1 - two semesters of Intro Chemistry	Track 2 - one Semester of Intro Chemistry	Good Option for Both Tracks
First Year	131, 132	141, 243	Math
Sophomore	241, 242 and 243	241, 242 (and possibly 244)	Physics
Junior Year	341, 347 and 244	341, 347, and 244	
Senior Year	490, 342	490, 342	

The above are suggested, but other options exist. Track 2 students can take 244 in the second year and a 490 or 342 in the third year, for example. The first course before the comma is the Fall semester course and the course(s) following the comma are taken in the Spring. Students who plan to study abroad should plan their course sequence early and consult with their advisor

A research experience may be fulfilled by completion of an approved laboratory-based research project at Dickinson (eight weeks during summer or a two-semester research project) or at an off-campus site.

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

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Independent study or research is available to students who are prepared for it. Normally this requires the completion of CHEM 131/132 or CHEM 141 as a minimum. More advanced courses are required for most independent research projects. Interested students should talk with faculty members in the department to arrange a topic for independent work

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

HONORS

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

OPPORTUNITIES FOR OFF-CAMPUS STUDY

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 w/Lab

This course will apply Chemical concepts to topical areas such as nanotechnology, Chemistry in history, the environment and forensic science.

Three hours classroom and two hours laboratory per week. This course sequence will not count toward major or minor requirements in biology, biochemistry-molecular biology, or Chemistry. Students who decide to pursue further studies in Chemistry after completion of 111 must enroll in 141. Students may take two different sections of this course for credit.

Attributes: Appropriate for First-Year, Lab Sciences

131 General Chemistry I with Lab

The first semester of intro chemistry for students majoring in the physical and biological sciences, who have completed one year of HS chemistry but do not place into Chemistry 141. Core principles and applications of chemistry will be covered that will aid students in understanding “Why Chemistry Matters” regardless of discipline. Topics will include: atomic and molecular structure (Lewis, VSEPR), stoichiometry, gas laws, energy and chemical reactions, periodicity, and solubility and intermolecular forces.

Three hours of classroom and three hours of laboratory per week.

Attributes: Appropriate for First-Year, ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

132 General Chemistry II with Lab

A continuation of Chemistry 131. Topics covered in the second semester will include: kinetics, equilibrium, acids, bases, and buffers, thermodynamics, electrochemistry, nuclear chemistry, and transition metal chemistry.

Three hours of classroom and three hours of laboratory per week. Prerequisite: 131.

Attributes: ENST Foundations (ESFN), Quantitative Reasoning

141 Accelerated General Chemistry with Lab

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

Three hours of classroom and three hours of laboratory per week.

Attributes: Appropriate for First-Year, ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

200 Special Topics in Chemistry

Topics depend on instructor and will be announced when offered.

Three house classroom per week. Prerequisite: 132 or 141 or permission of instructor.

241 Organic Chemistry I with Lab

The major focus of this course is on the reactivities of organic and inorganic molecules; this is an extension of the study of the covalent bond that was studied in Chemistry 141. Topics include reaction types and mechanisms, stereochemistry, nomenclature, and spectroscopic methods. Laboratory work involves the synthesis, analysis and identification of organic and inorganic molecules.

Three hours classroom and four hours laboratory per week. Prerequisite: 132 or 141.

Attributes: ENST Foundations (ESFN), Lab Sciences

242 Organic Chemistry II with Lab

This course continues the study of the reactivities of organic and inorganic molecules started in 241. Particular emphasis is placed on unsaturated systems. Laboratory work continues investigations into the synthesis, analysis, and identification of organic and inorganic molecules begun in 241.

Three hours classroom and four hours laboratory per week. Prerequisite: 241.

Attributes: ENST Foundations (ESFN), Sustainability Connections

243 Modern Chemical Analysis w/Lab

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

Three hours classroom and four hours of laboratory per week. Prerequisite: 132 or 141.

Attributes: ENST Applications (ESAP), Quantitative Reasoning

244 Thermodynamics and Kinetics

The fundamentals of chemical thermodynamics will be presented with a view towards providing an understanding of the concept of chemical equilibrium. Introductory concepts in chemical kinetics will also be discussed. Laboratory will focus on experiments illustrating the principles of thermodynamics and chemical kinetics.

Three hours classroom and four hours laboratory per week. Prerequisites: 132 or 141, MATH 171 or concurrent enrollment.

Attributes: ENST Foundations (ESFN), Lab Sciences

331 Principles of Biochemistry

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

Prerequisite: CHEM 242. This course is cross-listed as BIOL 331.

Attributes: NRSC Science Elective

341 Quantum Chemistry and Spectroscopy

Examines how the Quantum Theory, and in particular the Schrödinger Equation, makes possible the determination of translational, rotational, and vibrational energies of molecules, and how spectroscopy experimentally determines the energy and hence structure of atoms and molecules.

Three hours classroom per week. Prerequisites: 132 or 141, MATH 171 and PHYS 141 or 131, or permission of the instructor. NOTE: PHYS 141 or 131 may be taken concurrently with CHEM 341.

342 Structure and Function of Biomolecules w/Lab

This course is an introductory biochemistry course focused on the chemistry of the major molecules that compose living matter. The structure and function of the major classes of biomolecules (nucleic acids, proteins, lipids, and carbohydrates) are addressed along with other topics including bioenergetics, enzyme catalysis, and information transfer at the molecular level. The laboratory portion of the course focuses on methods used to study the properties and behavior of biological molecules and their functions in the cell.

Three hours lecture and four hours of laboratory per week. Prerequisite 242; an introductory biology course is highly recommended. This course is cross-listed as BIOL 342.

Attributes: ENST Foundations (ESFN), NRSC Science Elective

343 Metabolism

A survey of the metabolic processes in animals and plants, including signal transduction, aerobic and anaerobic respiration, and photosynthesis, as well as the biosynthesis of the major types of biomolecules. For each metabolic pathway, we will examine the regulation of enzymes and related genes, their energetic requirements, and the function of pathway end products. Both the normal functioning of metabolic pathways and common metabolic malfunctions, e.g., human inborn errors of metabolism, will be considered. Selected readings from the primary literature and the popular press are required. Students will complete detailed case studies focusing on human metabolism and metabolic disorders.

Three hours classroom per week. Prerequisite: 242. This course is cross-listed as BIOL 343.

Attributes: ENST Foundations (ESFN), Food Studies Elective

347 Concepts of Inorganic Chemistry with Lab

This course will cover fundamental concepts in inorganic chemistry to include: periodic trends, atomic and molecular structure, ionic bonding and crystal structures, solubility of ionic solids, acid-base chemistry, structure and bonding in coordination compounds, and reactions of transition metal complexes. Throughout the course the unifying theme will be the application of principles of structure and bonding to predict and explain reactions involving inorganic compounds.

Three hours classroom and four hours of laboratory per week. Prerequisites: 244, 341 or concurrent enrollment.

Attributes: ENST Foundations (ESFN), Writing in the Discipline

490 Advanced Topics in Chemistry

Topics may be drawn from areas such as heterocycles, natural products, medicinal chemistry, food and nutrition, industrial chemistry, organic synthesis, inorganic synthesis, nuclear magnetic resonance, measurement including computer applications, spectroscopy, statistical thermodynamics, and catalysis.

Three hours classroom per week. Prerequisite dependent upon topic

Chinese Curriculum

See [East Asian Studies](#)

Classical Studies Curriculum

MAJOR

Ten Courses

Two introductory courses in Classical Studies: CLST 100, 110, or 140

One intermediate course in Classical Studies: CLST 251 or 253

Senior Research Colloquium: CLST 390

Greek Emphasis:

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

Latin Emphasis:

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

Classical Civilization Emphasis:

Three courses in Latin or Greek above 102

Two courses in one of these related fields:

- A. Art History: ARTH 101 and 202; including CLST 200 depending on topic
- B. Archaeology/History: ARCH 120, 130, 140, 150, 210, 222, 223, or 250; including CLST 200 depending on topic; or GREK 233, 331, LAT 233, 331
- C. Religion: RELG 103 and 107; including CLST 200 depending on topic; LATN 241, LATN or GREK 393 depending on topic
- D. Philosophy: PHIL 201 and POSC 180; including CLST 200 depending on topic; GREK 222, LAT 243, 331
- E. Poetry: ENGL 101 (The Epic); including CLST 200 depending on topic; GREK 234, 332, LATN 234, 242, 243, 343, 352

MINOR

A minor in Classical Studies consists of six courses:

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

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First year:

Latin or Greek 101-102; CLST 100 and 110

Sophomore:

Latin or Greek 201-202; CLST 140 and 253

Junior:

Two courses in Latin or Greek at the 200 level

Senior:

300 level Latin or Greek, CLST 390

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

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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

HONORS

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 faculty in the Classical Studies department.

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

The following courses are offered abroad:

211 Roman Vistas

A four-week course conducted in Italy (the Bay of Naples; Rome and its environs). The course is designed to integrate the study of ancient sites and artifacts with relevant readings from Latin literature.

Admission by permission of the instructor.

Attributes: Social Sciences

212 Greek Vistas

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

Admission by permission of instructor.

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.

Attributes: ARCH Area A Elective

GREEK**101 Beginning Attic Greek**

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

Attributes: Appropriate for First-Year

102 Beginning Attic Greek

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

Prerequisite: 101 or equivalent.

201 Introduction to Greek Prose

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

Prerequisite: 102 or the equivalent.

Attributes: Appropriate for First-Year

202 Introduction to Greek Poetry

Selected readings from Homer with emphasis on poetic style and composition. Supplementary readings in English help stimulate discussion of literary, historical, and cultural topics regarding epic poetry.

Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

222 Philosophical Writers

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

Recommended: 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.

Attributes: Humanities

234 Greek Tragedy

A play from the corpus of Aeschylus, Sophocles, or Euripides will be read. Readings in English focus discussion on the authors' poetic style, purpose, and the historical context within which the writing occurred.

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

Attributes: Humanities

331 Thucydides

Selected readings from The Peloponnesian Wars, supplemented with reading of the text in English. Particular attention is paid to issues of historiography and Thucydides' place among historians.

Prerequisite: one course at the 200-level or the equivalent. Offered every two years.

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 Seminar

Readings and conferences on selected areas of Greek literature. Research skills are emphasized.

Prerequisite: at least one course at the 200-level. Offered occasionally.

LATIN**101 First-Year Latin**

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

Attributes: Appropriate for First-Year

102 First-Year Latin

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

Prerequisite: 101 or the equivalent.

201 Introduction to Roman Prose

Review of syntax and selected readings from prose authors, with study of literary technique and discussion of supplementary readings in English.

Prerequisite: 102 or the equivalent.

Attributes: Appropriate for First-Year

202 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. This course fulfills the language graduation requirement.

233 Roman Historians

Readings from Roman historians such as Sallust, Caesar and Livy, with study of Roman political values.

Prerequisite: 202 or the equivalent.

Attributes: Humanities

234 Ovid

Selections from the *Metamorphoses* with study of the more important Greek and Roman myths and their modern reception.

Prerequisite: 202 or the equivalent.

Attributes: Humanities

241 Early Christian Latin

Selections from Augustine's *Confessions*, Prudentius' *Psychomachia*, and/or the corpus of Claudian and Ausonius. Attention is paid to the intellectual and literary culture of the late 4th century AD. Offered every two years.

Prerequisite: 202 or the equivalent. Offered every two years.

242 Vergil, Aeneid

Selections from the epic, with emphasis on Vergil's literary aims and technique.

Prerequisite: 202 or the equivalent. Offered every third year.

243 Lucretius

Selections from the Epicurean philosopher's epic poem *On the Nature of Things*, with study of the philosophical and poetic background of the work, its reception in antiquity, and its relevance to modern concerns.

Prerequisite: 202 or the equivalent. Offered every third year.

Attributes: Writing in the Discipline

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.

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 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 Civilizations**

This course undertakes topics, issues, and texts in Classical Civilization which are not otherwise offered in the Classical Studies Curriculum. The areas may include literary, historical, or philosophical topics from Bronze Age Greece to Christian Rome.

Will meet either Div 1a or 1b – Humanities, or DIV II-Social Sciences depending upon topic.

Attributes: ARCH Area A Elective, Appropriate for First-Year

CLASSICAL LITERATURE AND MYTHOLOGY**100 Greek and Roman Mythology**

An introduction to the study and interpretation of Greek and Roman myths, as they appear both in ancient sources and in later music, sculpture, painting, and literature. The course focuses on interpretive approaches that can help us to define the insights of these myths into human psychology and the predicaments of men and women, and to apply those insights critically to our own time.

Attributes: ARCH Area A Elective, Appropriate for First-Year, Arts, MEMS Elective

110 Introduction to Greek Civilization

Reading and discussion of key literary, philosophical, and historical works of ancient Greece, including works by Homer, Thucydides, Plato, the Greek tragedians and comedians. Topics include Greek artistic and moral values, the conception of a good life, Athenian democracy and imperialism, slavery, homosexuality, and gender. The literature is read in English translation. This course fulfills the humanities distribution requirement. Offered every year

Attributes: ARCH Area A Elective, Appropriate for First-Year, Humanities

140 Ancient Worlds on Film

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

Attributes: Arts

CLASSICAL ARCHAEOLOGY**221 Greek Art & Archaeology**

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

This course is cross-listed as ARCH 120. Offered every fall.

Attributes: ARCH Area A Elective, ARTH Ancient Art, Appropriate for First-Year, Arts

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.

Attributes: ARCH Area A Elective, Arts

CLASSICAL HISTORY

251 Greek History

An introduction to the history of ancient Greece focusing on the Persian Wars, the Peloponnesian Wars, ancient Greek intellectual and cultural achievements, and the rise of Macedon. Topics include race, gender and sexuality. Students develop habits for reading ancient and modern sources critically. Assignments introduce students to the primary tools, methods, and conventions of researching and writing in the field of ancient history.

Attributes: ARCH Area A Elective, Writing in the Discipline

253 Roman History

An introduction to the history of ancient Rome focusing on the rise and fall of the Republic, the Augustan Age, and the Principate. Topics include race, gender, and sexuality. Students develop habits for reading ancient and modern sources critically. Assignments introduce students to the primary tools, methods, and conventions of researching and writing in the field of ancient history.

Attributes: ARCH Area A Elective, Social Sciences, Writing in the Discipline

390 Senior Research Colloquium

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

Prerequisite: Three LATN or GREK courses above 102 and CLST 251 or 253.

Community Studies Curriculum

COURSES

230 Documentary Film-Making: Insight, Understanding and Production

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

Prerequisites: SOCI 240 OR ANTH 240 OR AMST 302.

290 Dealing with Data: Accessing, Analyzing, and Presenting Social Science Data

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

Prerequisites: at least 2 courses in one of the social sciences.

Comparative Civilizations Curriculum

COURSES

No major or minor is offered in the program.

[NOTE: Courses offered in other departments which fulfill the Global Diversity graduation requirement are listed each semester with course offerings on the [Registrar's web site.](#)]

Computer Science Curriculum

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 170

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 CURRICULAR FLOW THROUGH THE MAJOR

The schedule given below is for a student who enters Dickinson thinking that she or he wishes to major in Computer Science:

First Year:

Fall: COMP 131, MATH 170 or MATH 151

Spring: COMP 132, MATH 170 (if MATH 151 taken in fall)

Sophomore Year:

Fall: COMP 251, MATH 211

Spring: COMP 232

Junior Year:

Fall: Possible study abroad, COMP 332, COMP 356

Spring: Possible study abroad, COMP 352/354, COMP 314

Senior Year:

Fall: COMP elective, COMP 491

Spring: COMP elective, COMP 492

Many other paths through the major are possible. For example, with careful planning it is possible for students to study abroad for a semester or for the entirety of their junior year. Also, students starting later and taking COMP 131 in their second semester or even their sophomore year can still complete the major by the end of their senior year. For more information regarding the Computer Science major (including advice on other paths through the major), please feel free to contact any Computer Science faculty member.

SOCIAL INNOVATION AND ENTREPRENEURSHIP

Students majoring in computer science who have an interest in humanitarian service through innovation and entrepreneurship are encouraged to consider also completing the Social Innovation and Entrepreneurship (SINE) Certificate. Several computer science courses that focus on developing computer science knowledge, skills and practices through participation in humanitarian open source software projects can be used to satisfy requirements for the SINE certificate. In particular, the fall computer science senior seminar (COMP491) serves as a SINE elective and the spring computer science senior seminar (COMP492) may serve as the SINE experiential learning component. If you are interested in pursuing a SINE certificate as a computer science major please discuss it with your major advisor.

MAJOR ADVISORS

A student wishing to declare a major should bring the appropriate major declaration form, available from the Registrar's page, to the department chair. Based on the student's preferences, interests and current faculty advising loads the chair will assign one of the department faculty as the major advisor. Students are encouraged to meet with their major advisor at least once per term prior to course selection to discuss directions of study and how they align with future goals and plans.

HONORS

Departmental honors is the highest distinction that the Department can award to a Major. Majors who receive departmental honors will be those who demonstrate a broad mastery of the discipline as well as an ability to complete and present high quality research. A broad mastery of the discipline is demonstrated by a GPA of 3.40 or higher in all courses related to the major. The ability to complete high quality research is demonstrated by the completion of a yearlong research project. This project will be characterized by an independent and in-depth study of an advanced topic including a literature search, reading of original sources and a novel formulation of results. Finally, the ability to present such research is demonstrated by the preparation of an honors thesis, a public presentation and a successful defense of the work to the department faculty. More detailed information is available on the department's web site.

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.

Attributes: Appropriate for First-Year, ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

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.

Attributes: Appropriate for First-Year, ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning

203 Special Topics

Topics to be announced when offered. Possible topics include: Cyber Security, Robotics, Programming Challenges and others depending upon faculty and student interest.

Prerequisite dependent on topic. One-half or one course credit.

232 Data Structures and Problem Solving

An advanced problem-solving course that focuses on the design 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.

Attributes: Lab Sciences, Quantitative Reasoning

241 Numerical Methods

An introduction to numerical methods for solving mathematical problems. Topics chosen from interpolation, numerical differentiation and integration, solutions to linear and nonlinear systems, numerical solutions to differential equations and related topics.

Prerequisite: Completion of two of the following courses: MATH 170,171, 211 and 270. This course is cross-listed as MATH 241. Offered in even numbered spring semesters.

Attributes: ENST Foundations (ESFN), Quantitative Reasoning

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. NOTE: Completion of both 251 and 332 fulfills the WID graduation requirement. Offered every fall.

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. This course is cross-listed as MATH 331. Offered in odd numbered fall semesters.

Attributes: ENST Foundations (ESFN), Quantitative Econ Elective, Quantitative Reasoning

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. NOTE: Completion of both 251 and 332 fulfills the WID graduation requirement. Offered every fall.

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 spring semesters.

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 spring semesters.

356 Programming Language Structures

An examination of the major programming language paradigms. The course also explores the basic properties and special facilities of languages representing each paradigm. Topics include data types, scope rules, block structures, procedure calls and parameter types, and storage allocation considerations.

Prerequisite: 232. Offered every fall.

364 Artificial Intelligence

A survey of techniques for applying computers to tasks usually considered to require human intelligence. Topics include knowledge representation and reasoning, search and constraint satisfaction, evolutionary and genetic algorithms, machine learning, neural networks, and philosophical questions.

Prerequisites: 232 and MATH 211. Offered in even numbered fall semesters.

378 Database Systems

A study of the conceptual, technical and social issues involved in organizing, storing and accessing large volumes of data. Topics 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 spring semesters.

393 Special Topics

Topics to be announced when offered. Possible topics include: Compiler Design, Artificial Life, Biologically Inspired Computing, Cyber Security, Machine Learning, and others depending upon faculty and student interest.

Prerequisite dependent upon topic. One-half or one course credit.

491 Fall Senior Seminar

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.

CPYB Curriculum

CERTIFICATION

Requirements: (eight courses)

THDA 102: Introduction to Global Dance Studies

THDA 204: Fundamentals of Dance Composition

THDA 215: The Thinking Body: Human Anatomy and Movement

THDA 316: Dance History Seminar

Ballet instruction at 1B or higher level for two years (THDA 317, 318, 417, 418)

Two semesters performing with CPYB and/or a DTG main stage production, including work with a guest choreographer

Creative Writing Curriculum

MINOR

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

Six courses:

CRWR 218: Introduction to Creative Writing: Fiction and Poetry

CRWR 219: Topics in Creative Writing

CRWR 317 or 319: Advanced Creative Writing: Fiction or Advanced Creative Writing: Poetry

CRWR 317 or 319: Advanced Creative Writing: Fiction or Advanced Creative Writing: Poetry*

A writing elective: another 219, 316, 317 or 319

A literature course in any language

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

COURSES

218 Creative Writing: Poetry and Fiction

An introductory creative writing workshop in poetry and fiction.

Attributes: Appropriate for First-Year, Arts, SINE Elective

219 Topics in Creative Writing

May include memoir, creative nonfiction, screenwriting, biography, novel writing, graphic novel, playwriting, “genre” fiction (e.g., detective, sci-fi), subgenres of poetry (e.g., visual poetry), subgenres of fiction (e.g., Magical Realism), and other forms of non-analytical writing not routinely offered.

Attributes: Arts

316 Advanced Creative Writing: Special Topics

Creative writing at the advanced level in genres other than poetry and fiction.

Prerequisite: introductory course in appropriate genre.

317 Advanced Creative Writing: Fiction

Writing and discussion of fiction.

Prerequisite: 218 or permission of the instructor.

319 Advanced Creative Writing: Poetry

Writing and discussion of poetry.

Prerequisite: 218 or permission of the instructor.

Dance

See [Theatre & Dance](#)

Dance & Music Curriculum

GENERAL INFORMATION

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.

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

MAJOR

This thirteen course major integrates studies in history, theory, and practice of the arts of dance and music. The core curriculum consists of the following courses: THDA 102, 204; MUAC 101, 102, 125, 126, and 354; plus two credits of dance technique. To complete the major, students work with their major advisor to identify appropriate courses.

For course descriptions, see [Theatre & Dance](#) and [Music listings](#).

Earth Sciences Curriculum

MAJOR

All majors will take the following courses:

ERSC 141 (Earth's Hazards) or ERSC 142 (Earth's Changing Climate)

ERSC 151 (Foundations of Earth Sciences)

Four of the following core courses:

- ERSC 302 (Structural Geology)
- ERSC 305 (Earth Materials)
- ERSC 309 (Sedimentology and Stratigraphy)
- ERSC 331 (Geochemistry)
- A 300-level geophysics course (ERSC 333: Environmental Geophysics or ERSC 335: Global Geophysics and Tectonics)

CHEM 131 or 141 (General Chemistry)

To complete the major a student may choose from three options:

Environmental Geoscience:

ERSC 218 (GIS)

MATH 170 (Single Variable Calculus) or MATH 121 (Elementary Statistics)

Two from the following:

ERSC 201 (Surface Processes)

ERSC 202 (Energy Resources)

ERSC 221 (Oceanography)

ERSC 301 (Field Geology)

ERSC 311 Special Topics (when topic is relevant)

ERSC 320 (Hydrogeology)

One from the following:

BIOL 314 (Ecology)

CHEM 490 (Environmental Chemistry)

ENST 335 (Analysis and Management of the Aquatic Environment)

ENST 340 (Forest Ecology and Applications)

PHYS 310 (Energy and the Environment)

Capstone - one from the following:

ERSC 491 (Field Camp)

ERSC 500 (Internship for Credit)

ERSC 550 (Independent Research)

ERSC 560 (Student/Faculty Collaborative Research)

Geoscience:

MATH 121 (Elementary Statistics)

MATH 170 (Single Variable Calculus)

PHYS 131 or PHYS 141

Two from the following:

ERSC 201 (Surface Processes) or ERSC 301 (Field Geology)

ERSC 221 (Oceanography)

ERSC 306 (Igneous and Metamorphic Petrology)
 ERSC 307 (Paleontology)
 ERSC 311 Special Topics (when topic is relevant)

Capstone - one from the following:

ERSC 491 (Field Camp)
 ERSC 550 (Independent Research)
 ERSC 560 (Student/Faculty Collaborative Research)

Student-designed:

Students must propose a coherent group of at least four upper-level electives within the semester they declare an Earth Sciences major.

MATH 170 (Single Variable Calculus) or MATH 121 (Elementary Statistics)

Capstone - one from the following:

ERSC 491 (Field Camp)
 ERSC 500 (Internship for Credit)
 ERSC 550 (Independent Research)
 ERSC 560 (Student/Faculty Collaborative Research)

Earth Sciences Capstone:

Majors who complete the capstone with research must complete either ERSC 550 (Independent Research) or ERSC 560 (Student/Faculty Collaborative Research). Students will earn 0.5 credit in the spring semester of the junior year as they conduct background research, formulate a testable hypothesis and draft a project proposal. Should a student be abroad for the first 0.5 credit, the student will meet regularly via Skype (or other appropriate real-time media) with the faculty member on campus who is advising the capstone project. The second 0.5 credit will be completed in the fall semester of the senior year with data collection, analysis and writing. If students wish to continue into the spring semester of the senior year, they will be permitted to register for an additional 0.5 or 1.0 credit of research.

MINOR

Six courses including 141 or 142, and 151.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The ERSC major was designed with the requisite flexibility to enable our students to study abroad for either a semester or a full academic year. As a result, we developed the curriculum so that the student who did spend a year abroad could complete all the requirements for the major, as long as they followed a few guidelines.

For Incoming Students Planning to Pursue Earth Sciences as a Major

Year	Fall	Spring
First Year	<ul style="list-style-type: none"> • First Year Seminar • ERSC 151 • CHEM, MATH, PHYS, and/or GIS* • College Distribution Requirement 	<ul style="list-style-type: none"> • ERSC 141 or 142 • CHEM, MATH, PHYS, and/or GIS* • College Distribution Requirement • ERSC Elective

Sophomore	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • College Distribution Requirement 	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • College Distribution Requirement
Junior	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • College Distribution Requirement 	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • College Distribution Requirement
Senior	<ul style="list-style-type: none"> • ERSC Elective • College Distribution Requirement • Elective • ½ Credit Capstone Research 	<ul style="list-style-type: none"> • ½ Credit Capstone Research • ERSC Elective • Optional Honors Research • College Distribution Requirement • Elective

For Students Beginning the Earth Sciences Major their Sophomore Year

Year	Fall	Spring
Sophomore	<ul style="list-style-type: none"> • ERSC 141 or 142 • ERSC 151 • CHEM, MATH, PHYS, and/or GIS* • College Distribution Requirement 	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • College Distribution Requirement • ERSC Elective
Junior	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • College Distribution Requirement 	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • College Distribution Requirement • ½ Credit Capstone Research

Senior	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • ½ Credit Capstone Research 	<ul style="list-style-type: none"> • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • Optional Honors Research • College Distribution Requirement
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For Students Beginning the Earth Sciences Major their Junior Year

Year	Fall	Spring
Junior	<ul style="list-style-type: none"> • ERSC 151 • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective 	<ul style="list-style-type: none"> • ERSC 141 or 142 • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • ½ Credit Capstone Research
Senior	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • ½ Credit Capstone Research 	<ul style="list-style-type: none"> • ERSC 302, 305, 309, 331 or 333/335 • CHEM, MATH, PHYS, and/or GIS* • ERSC Elective • College Distribution Requirement

* ERSC 218 (Geographic Information Systems) is difficult to get into. Therefore you should try to preregister for this class as soon as you can, and keep trying until you get in.

For information regarding the suggested guidelines, please feel free to contact an ERSC faculty member. Students not following these guidelines may still be able to study for a year abroad and still complete the major, but will face a more demanding senior year. Many students who do study abroad for a year are able to complete both the ERSC major and a second major in Archaeology or Environmental Science due to the overlap in these programs of study.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Most of our 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, you should try to contact the faculty member during the previous semester to make arrangements for advisement. Seniors are required to complete one of three capstone experiences: independent research completion of a pre-approved field camp, or a semester of student teaching (education track only).

HONORS

An Independent Research project may be considered for departmental honors if it demonstrates superior quality of work. Your advisor can nominate you for Honors at the end of the fall semester of your senior year based on your capstone research project. To be considered for Honors, you must have a cumulative GPA across the College of 3.5. Only students doing independent research for capstone can be considered for Honors (i.e., either ERSC 550 or 560). The faculty other than the thesis supervisor will decide if you are worthy of Honors. You can do more independent research in the spring of your senior year up to 2.0 credits of capstone independent research

(i.e., 0.5 in JR spring, 0.5-1.0 in SR fall, and 0.5-1.0 additional credit in the SR spring should the student elect to continue). Thus you can take a maximum of 1 credit of independent research per semester in your senior year. Regardless if your research continues into the spring of your senior year, the Honors decision is based on your GPA and thesis at the end of the fall semester of your senior year.

A first draft of the paper should be turned in to your advisor four weeks before the end of classes to allow revisions so that a final draft will be ready for delivery to the research advisor and the other faculty by the last day of classes. Final revisions to the written thesis are made based on the comments of the readers. The oral defense will be scheduled for the spring semester of your senior year. Defenses are open to other majors, interested friends, faculty, and other guests. After the defense, the faculty (without the research advisor) 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. Students who successfully complete the defense will be named in the Commencement Program as having achieved honors.

All the previous student theses are bound and shelved in the department reading room/library (K128). Those that received honors have the designation “h” after the year (e.g., 1957h) on the spine.

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

To be an effective Earth Scientist, it benefits you to have seen as much of the planet as possible. This helps you appreciate the atmospheric, hydrospheric, biospheric, and geospheric diversity of our planet. With proper advance planning and declaring your major early, you can take some interesting courses abroad and see more of the world!

CO-CURRICULAR ACTIVITIES/PROGRAMS

The Geology Club is a student-run group that organizes field trips and arranges for speakers during the year. Any Dickinson student may join the group, and it is common for some non-majors to belong. Check them out at <https://www.facebook.com/DickinsonGeoClub/>

Each semester the department sponsors a variety of field trips for majors and those taking intro earth sciences courses.

Check out previous trips at:

http://www.dickinson.edu/info/20107/earth_sciences/1809/field_experiences

COURSES

121 Habitable Worlds

The earth is the only planet we know of that is both habitable and inhabited. Are we alone in the universe, or do other planets support life as well? In this course, we will travel in time from the Big Bang to the present day to understand that factors that underlie the habitability of the Earth since its creation 4.6 billion years ago. Emphasis will be placed on the synthesis of the chemical elements in stars, the composition and creation of terrestrial planets, the differentiation of the solid earth and the origin and evolution of the atmosphere. We will also approach the origin of life as a planetary process and examine co-evolution of both life and the planet. Students will be challenged to consider scales of distance spanning 41 orders of magnitude and to think on time scales ranging from days to billions of years. As we uncover the factors responsible for Earth's habitability, we will also consider the rise of our species, *Homo sapiens*, in planetary context and contemplate the sustainability and longevity of human civilizations.

Finally, with the knowledge and skills accumulated over the course of the semester, students will address the search for life on other planets and confront the age-old question: are we alone?

Three hours of lecture and three hours of laboratory per week.

Attributes: Appropriate for First-Year, ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning, Sustainability Connections

141 Earth's Hazards

This course examines natural processes such as earthquakes, volcanic eruptions, mass wasting events, and floods that have the potential to produce disastrous consequences for humans. All of these processes result from interactions between the atmosphere, biosphere, geosphere and hydrosphere directly or indirectly, which is the realm of earth sciences. Increasing global populations and increasingly interdependent national economies mean that few disasters are now only 'local'. This course will use examples such as case studies of recent earthquakes and volcanic eruptions to examine how natural processes can be hazardous, and whether or not humans can anticipate and mitigate these kinds of hazards to prevent future disasters. Laboratory work will include analog experiments, field trips, and video analysis of historic disasters.

Three hours classroom and three hours laboratory a week.

Attributes: ARCH Area B Elective, Appropriate for First-Year, Can't be taken pass/fail, ENST Foundations (ESFN), Lab Sciences, Quantitative Reasoning, SINE Elective, Sustainability Investigations

142 Earth's Changing Climate

An overview of our understanding of climate processes and their interaction with the atmosphere, geosphere, hydrosphere, and biosphere based on studies of ancient climates, which inform our understanding of climate change now and into the future. Topics include drivers of climate change at different time scales, evidence for climate change, and major climate events such as ice ages. Emphasis will be placed on the last 1 million years of earth history as a prelude to discussing potential anthropogenic impacts on the climate. Case studies of major climate "players" such as the US and China will be contrasted with those most vulnerable, Africa and SE Asia to determine mitigation and adaptation strategies. The lab component will use historic climate data, field experiences, and climate modeling to interpret climate change processes.

Three hours classroom and three hours laboratory a week.

Attributes: ARCH Area B Elective, Appropriate for First-Year, Can't be taken pass/fail, ENST Foundations (ESFN), INST Globaliz & Sustain Course, Lab Sciences, Quantitative Reasoning, SINE Elective, Sustainability Investigations

151 Foundations of Earth Sciences

How do mountains and oceans form? Why do the positions of continents shift? Can rocks bend or flow? What is the history of life on our planet? This course explores the materials that make up the Earth and the processes that shape it, both at and below the surface. Students will take field trips around the Carlisle area as well as complete analytical and computer laboratory activities in order to acquire basic field, laboratory, and computer modelling skills.

This course serves as a gateway to the Earth Sciences major, but is also appropriate for non-majors. Three hours of lecture and three hours of lab per week.

Attributes: Appropriate for First-Year, Lab Sciences, Quantitative Reasoning

201 Surface Processes

Description, origin, development, and classification of landforms. Relationships of soils, surficial materials, and landforms to rocks, structures, climate, processes, and time. Topics will include interpretation of maps and aeri-

al photographs of landscapes produced in tectonic, volcanic, fluvial, glacial, periglacial, coastal, karst, and eolian environments. Exercises will include: photo-geologic interpretation, surficial mapping, and classification of soils. Lectures, discussions, laboratories, and field trip(s).

Three hours classroom and three hours laboratory a week. Prerequisite: 141, 142, or 151 or permission of instructor. Offered every other year.

Attributes: ARCH Area B Elective, ENST Foundations (ESFN), Quantitative Reasoning

202 Energy Resources

The study of the origin, geologic occurrence, and distribution of petroleum, natural gas, coal, and uranium. Discussions include the evaluation and exploitation, economics, law, and the environmental impact of these resources and their alternatives, including geothermal, wind, solar, tidal, and ocean thermal power.

Prerequisites: One introductory lab science or permission of instructor. Offered every other year.

Attributes: ENST Applications (ESAP), INST Globaliz & Sustain Course, SINE Elective, Sustainability Connections

205 Introduction to Soil Science

This course focuses on giving students a basic understanding of soil formation processes and field/laboratory characterization of soils. Emphasis in the first part of the course will be on soil formation processes, while the second part of the course will focus on students conducting experiments relevant to soil formation. Weather permitting most labs will have an out-of-doors component. This course is an elective for the Earth Sciences major, and will be useful to students interested in the food studies certificate program, agricultural science, archeology, environmental science, forensic science, planetary science, and solid state chemistry and physics.

Three hours classroom and three hours laboratory a week. Prerequisite: one introductory lab science or permission of instructor.

Attributes: ARCH Area B Elective, ENST Foundations (ESFN), Food Studies Elective, Quantitative Reasoning, SINE Elective

206 Volcanology

This course focuses on giving students a basic understanding of volcanic processes on Earth and other planets. Emphasis during the first part of the course will be on understanding basic volcanic processes through readings, lectures, video analysis and experiments. During the second half of the course students will focus on a currently active volcano (tectonic setting, magma plumbing, eruption history, future hazards). When possible, a course-related (non-required) field trip to an area of active volcanism will be organized (January/Spring break), as well as fieldtrips to see large-scale experiments (Syracuse Lava Lab) and the Smithsonian Institute Global Volcanism Program. This course is an elective for the Earth Sciences major, and will be useful to students interested in archaeology, environmental science, planetary science/astronomy, and high temperature chemistry and physics.

Three hours classroom and three hours laboratory a week. Prerequisite: one introductory lab science or permission of instructor.

Attributes: ENST Foundations (ESFN)

218 Geographic Information Systems

Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and

applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing.

Three hours of classroom and three hours of laboratory per week. This course is cross-listed as ENST 218 and ARCH 218.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Foundations (ESFN), Quantitative Reasoning, Sustainability Investigations

221 Oceanography

An interdisciplinary introduction to the marine environment, including the chemistry of seawater, the physics of currents, water masses and waves, the geology of ocean basins, marine sediments and coastal features, and the biology of marine ecosystems. Topics include the theory of plate tectonics as an explanation for ocean basins, mid-ocean ridges, trenches, and island arcs. The interaction of man as exploiter and polluter in the marine environment is also considered.

Three hours classroom and three hours laboratory per week. Prerequisite: One introductory lab science or permission of instructor. Offered every other year.

Attributes: ENST Foundations (ESFN), Quantitative Reasoning, SINE Elective

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: 151 or permission of instructor.

Attributes: ENST Foundations (ESFN), Sustainability Connections

302 Structural Geology

The description and analysis of intermediate-to large-scale rock structures. Topics include the analysis and graphical representation of stress and strain in rocks, deformation mechanisms and fabric development, the geometry and mechanics of folding and faulting, and structures related to intrusive bodies. Geologic map interpretation and cross-section construction are used to analyze the structural geology of selected regions.

Three hours classroom and three hours laboratory a week; field trip(s). Prerequisite: 151 or permission of instructor. Offered every other year.

305 Earth Materials

This gives students a basic understanding of the tools and techniques used in modern science to identify and characterize solid earth materials at the macroscopic (hand samples), microscopic (polarized light), and sub-microscopic (X-ray diffraction, Scanning Electron Microscopy) levels. Emphasis in the first part of the course will be on minerals, while the second part of the course will introduce students to characterization techniques of other solid earth materials (soils and rocks) and their conditions of formation. This course is required for the Earth Science major, and will be useful to students interested in agricultural science, archeology, environmental science, forensic science, planetary science, and solid state chemistry and physics.

Three hours classroom and three hours laboratory a week. Prerequisites: Prerequisite: 151 or permission of instructor. Completion of both 305 and 309 fulfills the WID graduation requirement. Offered every other year.

Attributes: ARCH Area B Elective, ENST Foundations (ESFN), Sustainability Connections

306 Igneous and Metamorphic 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: 305.

Attributes: ENST Foundations (ESFN)

307 Paleontology

A systematic study of the invertebrate and vertebrate fossil groups, plants, and their evolution and relationships to living forms.

Three hours classroom and three hours laboratory a week. Prerequisite: 141, 142, or 151 or any 100-level BIOL course. This course is cross-listed as BIOL 401.

Attributes: ARCH Area B Elective, ENST Foundations (ESFN), Sustainability Connections

309 Sedimentology and Stratigraphy

A study of the processes and patterns of sedimentation as well as the spatial and temporal distribution of rock strata. This includes the origin, transportation, deposition, lithification, and diagenesis of sediments. Lithology, geochemistry, paleontology, geochronology, and seismology will be used to understand the history of rock strata.

Three hours classroom and three hours laboratory a week. Prerequisite: 151 or permission of instructor. Completion of both 305 and 309 fulfills the WID graduation requirement. Offered every other year.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Foundations (ESFN), Sustainability Connections

310 Special Topics in Earth Sciences

Lecture/Lab course on special topics which vary depending on faculty and student interest and need.

Three hours classroom and three hours laboratory per week. Prerequisite: dependent upon topic.

311 Special Topics in Earth Sciences

Seminar in special topics which vary depending on faculty and student interest and need. Three hours of classroom a week.

Prerequisite: Dependent upon topic or permission of instructor.

318 Advanced Applications in GIS

The course is intended as a continuation of the introductory course on Geographic Information Systems, 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques.

Prerequisite: ENST 218 or ERSC 218 or ARCH 218 or equivalent GIS experience. Three hours classroom and three hours laboratory per week. This course is cross-listed as ENST 318 and ARCH 318. Offered every two years.

Attributes: ENST Applications (ESAP), Quantitative Econ Elective, Sustainability Investigations

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: Prerequisite: 151 or permission of instructor. Offered every two years.

Attributes: ENST Applications (ESAP)

331 Geochemistry

An introduction to the origin, distribution, and behavior of elements in the geochemical cycles and processes of the atmosphere, hydrosphere, and lithosphere. Topics include the chemistry of magma, hydrothermal fluids, weathering, fresh and ocean waters, sediment diagenesis, hydrocarbons, and metamorphism. Includes radiometric dating and stable isotope applications. Lab will focus on sampling, instrumental analysis, and data interpretation of earth materials.

Prerequisites: 151 and CHEM 131 or 141, or permission of instructor. Offered every other year.

Attributes: ENST Foundations (ESFN)

333 Environmental Geophysics

Geophysics combines geological knowledge with fundamental principles from physics, mathematics, and computer science to indirectly image and elucidate Earth's subsurface structure. This course focuses on understanding geophysical methods commonly applied to Earth's shallow subsurface (<200 m) to solve environmental, geological, archaeological, and civil engineering problems. This course will include physical theory, field methodology (e.g., survey design and data collection), data analysis and interpretation. Course topics include refraction and reflection seismology, ground penetrating radar, electrical resistivity and conductivity, magnetism and magnetic surveying, nuclear magnetic resonance, and gravity. This course will involve collecting and integrating datasets from multiple geophysical surveys and culminate in a final project. Lectures, discussions, laboratories, and field trips.

Three hours classroom and three hours laboratory a week. Prerequisite: 151.

Attributes: ARCH Area B Elective, Quantitative Reasoning

335 Global Geophysics and Tectonics

How and why do earthquakes happen? Why does Earth's magnetic field flip? How do we know there are magma reservoirs under mid ocean ridges? How have Earth's tectonic plates moved in the past? Do mantle plumes really exist? Some of the answers to these questions can be found in the diverse field of geophysics. This course will address these and many other questions about our dynamic Earth. This course aims to teach fundamental physics underpinning the behavior of planet Earth. The application of physics to study plate tectonics is especially emphasized and includes observations from seismology, gravity, magnetism, isostasy, and heat flow. The course will also include units on Earth's deep interior covering mantle convection, mantle plumes, and the geodynamo. Topics will be investigated from a mathematical perspective as well as more descriptive methods. Students will gain and/or enhance skills in manipulating and solving equations, interpreting geophysical data, presenting data, and scientific reasoning. The course will culminate in a semester project integrating and applying new geophysical knowledge to a case study plate boundary.

Prerequisite: 151.

Attributes: Quantitative Reasoning

491 Senior Field Camp

An advanced course in geological field methods. In a typical field camp experience students make maps in stratified and crystalline terranes, with rocks in varying degrees of deformation. Note: EASC 491 is not regularly offered by Dickinson College. Students wishing to complete the capstone experience requirement with a field camp experience should plan to complete an approved summer field course offered by another collegiate institution.

For Senior ERSC majors.

East Asian Studies Curriculum

MAJOR

11 courses.

Required Courses:

JPNS 232 or CHIN 232 (or equivalent)**

EASN 101 or HIST 120

One course that focuses on an East Asian country that is not the focus of language study

One EASN 300-level Colloquium

EASN 490 (senior research)

Electives:

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

EASN 108/ARTH108

EASN 201

EASN 202

EASN 203

EASN 205

EASN 209/ARTH 209

EASN 305

ARTH 208

ARTH 210

RELG 130

RELG 230

RELG 330

PHIL 246

2. Three social science courses focusing on East Asia

EASN 206

EASN 207

EASN 208

EASN 236/ANTH 236

EASN 306

EASN 310/POS 390

EASN 259

ANTH 232

HIST 120 (cannot double-count within the major)

HIST 215 (when topic is relevant)

HIST 361

HIST 404 (when topic is relevant)

INBM 200

INBM 300 (when topic is relevant)

LAWP 259

POSC 190 (when topic is relevant)

POSC 254

POSC 255

POSC 259

POSC 290 (when topic is relevant)

Other courses on Asia with departmental consent

NOTE: One upper-level language course (JPNS 361, JPNS 362; CHIN 361, CHIN 362) may be substituted for either one elective from the humanities (but not literature) or one elective from the social sciences.

**Students who are native speakers of either Chinese or Japanese and who do not fulfill the required language classes in the other language must take a course about Asia primarily taught in that language (e.g., CHIN 380 or an equivalent independent study in the humanities).

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

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The EAS major is designed to ensure a strong foundation in East Asian languages and cultures for on-campus course work and study abroad. To that end, at least four semesters of either Chinese or Japanese (through CHIN 232 or JPNS 232) is required. Students who enter the college with prior instruction in or knowledge of Chinese or Japanese may test out of this requirement or enroll in higher level language courses suitable to their needs. EAS offers four levels of language instruction, from elementary to the advanced. Two of the electives required for the major can be advanced language courses (beyond the intermediate level). The purpose of strong language preparation and achievement is to prepare students for the option of spending one or two semesters abroad, normally during their junior year. Most students take this option at our partner institutions: Peking University in China and Nanzan University or Akita International University in Japan.

Students normally begin their major with Introduction to East Asia (EASN 101 or HIST 120) and a selection of 200-level courses during their first and sophomore years while they are taking Japanese or Chinese. EAS also offers a range of 300-level courses designed to prepare students for the research and independent study at the core of the department's capstone Senior Research course (EASN 490), offered in the spring of a student's senior year. Students are also required to take electives in both the humanities (including at least one literature course) and social sciences and gain a more regional understanding of East Asia by taking at least one course on an East Asia country that is not the focus of their language instruction. Here is a guide to the kinds of suggested courses a typical EAS major takes during the four years:

First and Sophomore Years

Chinese or Japanese language courses to or beyond the intermediate level

Introduction to East Asia (EASN 101) or HIST 120 and at least two 200-level courses in the humanities and/or social sciences

Junior Year

Study abroad for one or two semesters in Japan or China

Additional 200-level electives and requirements if on campus

300-level course if on campus during the spring semester

Senior Year

300-level course during the fall semester (if not already taken)

More 200-level courses in line with plans for completing the major requirements

490 Research Seminar in the spring

For information regarding the suggested guidelines, please feel free to contact the chair of EAS or any member of the department.

HONORS

Honors within the major is determined by the quality of the senior thesis, which must display outstanding writing and analytical skills, and mastery of the research subject and its context. In addition to the written thesis, honors in East Asian Studies takes into account GPA within the major, overall GPA, the oral presentation of the thesis project, and the fielding of questions, but is neither precluded nor guaranteed by them. On the basis of a composite of these factors, the East Asian Studies faculty may decide to award honors to deserving students. Students interested in honors are encouraged to talk to their advisors no later than fall pause of their senior year for guidance to help them craft a thesis project able to meet the standards. Students who receive honors will be notified via email on the Thursday before graduation.

COURSES

The following course is offered in China

207 China Practicum

Offered in Beijing, China. An intensive in-country introduction to Chinese culture and society. The course is particularly suited to students who have not had a chance to take two years of Mandarin Chinese language instruction and/or are not able to take advantage of the College's semester or year-long program in China. The course will introduce students to various aspects of Chinese society and culture and will link classroom study to outside-the-classroom and on-site experiences. The latter will include academic excursions to places of historical and cultural interest as well as to institutions like factories, schools, businesses, community organizations, and recreation areas that exemplify contemporary Chinese life. Course content will vary with the particular expertise and interests of the instructor(s) and curricular needs.

Attributes: EASN Elective Set 3, Global Diversity

Attributes: Comparative Civilizations, EASN Elective Set 3

The following course is offered in Japan

208 Japan Practicum

Offered in Japan. An intensive in-country introduction to Japanese culture and society. The course is particularly suited to students who have not had a chance to take two years of Japanese language instruction and/or are not able to take advantage of the College's semester or year-long program in Japan. The course will introduce students to various aspects of Japanese society and culture and will link classroom study to outside-the-classroom and on-site experiences. The latter will include academic excursions to places of historical and cultural interest as well as to institutions like factories, schools, businesses, community organizations, and recreation areas that exemplify contemporary Japanese life. Course content will vary with the particular expertise and interests of the instructor(s) and curricular needs.

Attributes: Comparative Civilizations, Social Sciences (Division II)

East Asian Studies 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.

Attributes: Appropriate for First-Year, Comparative Civilizations, ES Discip Specializations Crs, INST Asia Course

108 Arts of East Asia

This course introduces students to a selection of objects and sites that elicit new modes of cultural perception and insight into the artistic cultures of China, Korea, and Japan. Loosely arranged in a chronological order, each week is devoted to in-depth examination of a different type of object, medium, and format. The diverse mediums (sculpture, ceramics, metalwork, lacquer, prints, painting, calligraphy, photography, performance, and architecture) and the long historical span covered in class will chart how culture traveled within East Asia, and later, globally, as well as each culture's distinctive methods of adaptation over time. Major themes include the relationship between artistic production and sociopolitical and socioeconomic development, cultural exchange, aesthetics, impact of religion, power and authority, gender, and issues of modernity. Lectures are supplemented by viewing sessions in the Trout Gallery.

This course is cross-listed as ARTH 108.

Attributes: Appropriate for First-Year, Arts, EASN Elective Set 1, ENST Discip Spec (ESDS), Global Diversity

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.

Attributes: Appropriate for First-Year, Comparative Civilizations, EASN Elective Set 1, Humanities (Division I B), INST Asia Course

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.

Attributes: Appropriate for First-Year, Comparative Civilizations, EASN Elective Set 1, Humanities (Division I B), INST Asia Course

203 Topics in East Asian Literature

Selected topics in East Asian Literature; e.g., Chinese Women in Literature, Modern Japanese Literature, Pre-Modern Japanese Literature.

Prerequisite: dependent upon topic.

Attributes: Appropriate for First-Year, EASN Elective Set 1, Global Diversity, Humanities

204 Topics in East Asian Cinema

This course will introduce students to the cinematic traditions of China, Japan, Korea or a combination of the above. Possible topics may include: surveys of film in these countries, adaptation, women in East Asian film, and genre films.

Prerequisite: dependent upon topic. Offered every two years. films.

Offered every two years.

Attributes: Arts (Division I C), Comparative Civilizations, EASN Elective Set 1

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 fulfills the Humanities (Division I A) or Arts (Division I C) distribution requirement, depending on topic.

Attributes: Appropriate for First-Year, Comparative Civilizations, EASN Elective Set 1

206 Topics in East Asian Society

Selected topics in East Asian society: e.g., Modern Japanese Culture, Chinese Society, Chinese Emperors, The Chinese City.

Attributes: Appropriate for First-Year, Comparative Civilizations, EASN Elective Set 3, Social Sciences (Division II)

236 Japanese Society

This course is an introduction to contemporary Japanese society. The course examines what everyday life is like in Japan from anthropological and historical perspectives. It explores such major social institutions as families, gender, communities, workplaces, and belief systems. The course focuses as well on the ways in which modernization has affected these institutions and the identities of Japanese people.

Attributes: ANTH Ethnographic Course, Comparative Civilizations, EASN Elective Set 3, Social Sciences (Division II)

259 Law, Politics, and Society in Asia

This course examines the interaction between law, legal institutions and citizens in China, Japan, India and Thailand. Covering history and the contemporary scene, course focuses on how law works in practice and is understood and used by ordinary people in Asia. It covers areas such as marriage and divorce, the legal profession, lost property, civil rights, the environment, sexuality, mediation, land development and property, among others. Comparisons between the United States and Asia, as well as between Asian countries, will be emphasized.

This course is cross-listed as POSC 259 and LAWP 259.

Attributes: Comparative Civilizations, Comparative Poli Sci Course, EASN Elective Set 3, Social Sciences (Division II)

305 Colloquium in East Asian Humanities

Intensive discussion of topics in East Asian Humanities. Designed for majors and for non-majors who have taken courses in related fields. Topics include: Chinese Culture in 'The Dream of the Red Chamber', Strange Stories from a Chinese studio, Issues of Identity among Asian-Americans, the films of Akira Kurosawa, Images of Japan in the West, Issues of Love and Gender in Modern Japanese Literature, Kyoto School Philosophy, Japanese Landscape Architecture.

Prerequisite: East Asian Studies majors and non-majors who have taken courses in related fields or permission of the instructor. This course fulfills the Humanities (Division I A) or Arts (Division I C) distribution requirement, depending on topic.

Attributes: Comparative Civilizations, EASN Elective Set 1

306 Colloquium on East Asian Society

Intensive discussion of topics on East Asian Society. Designed for majors and for non-majors who have taken courses in related fields. Topics include: Beijing and Shanghai: A Tale of Two Cities, Sino-Japanese Wars, Chinese Emperors, the Chinese Diaspora, Marriage Laws in Modern China, Meiji Restoration, Aristocracy in Ancient Japan, Samurai Culture, Japanese Constitutions.

Prerequisite: East Asian Studies majors and non-majors who have taken courses in related fields or permission of the instructor.

Attributes: Comparative Civilizations, EASN Elective Set 3, Social Sciences (Division II)

310 Interpreting the Chinese Cultural Revolution

This seminar examines the varying approaches and methodologies scholars have adopted in studying the Great Proletarian Cultural Revolution in China (1966-1976), one of the most important political events in modern Chinese history. While the course does cover some history, its approach is mainly analytical to formulate effective research results. How can we know if a certain methodology is appropriate? How have primary and secondary sources been used to understand this complex event? The goal is to teach students about what happened during the Cultural Revolution and how scholars have studied it.

Prerequisite: 101. Offered every two years.

Attributes: Comparative Civilizations, EASN Elective Set 3, Social Sciences (Division II)

490 Senior Research

Leading to a senior thesis and jointly supervised by at least two faculty in the program.

CHINESE

General Information

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.

COURSES

101 Elementary Chinese

A study of the fundamentals of Mandarin Chinese, including grammar, reading, and writing using both traditional and simplified characters, pinyin romanization, pronunciation, and conversational skills.

Attributes: Appropriate for First-Year

102 Elementary Chinese

A study of the fundamentals of Mandarin Chinese, including grammar, reading, and writing using both traditional and simplified characters, pinyin romanization, pronunciation, and conversational skills.

Prerequisite: 101 or the equivalent

201 Intermediate Chinese

An enhancement of the oral and written skills of elementary language study. In addition, students will learn to use dictionaries to translate original literary works. Extra conversational work will be included, geared to understanding and participating in Chinese culture.

Prerequisite: 102 or the equivalent.

Attributes: Appropriate for First-Year

202 Intermediate Chinese

An enhancement of the oral and written skills of elementary language study. In addition, students will learn to use dictionaries to translate original literary works. Extra conversational work will be included, geared to understanding and participating in Chinese culture.

Prerequisite: 201 or the equivalent. This course fulfills the language graduation requirement.

231 Advanced Chinese

Advanced reading, writing, speaking, and understanding of the Chinese language for students who have completed Chinese 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

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: 231 or the equivalent

361 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.

Attributes: INST Asia Course

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: 361 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.

Attributes: Comparative Civilizations, Writing in the Discipline.

JAPANESE

General Information

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.

COURSES

101 Elementary Japanese

These courses establish the basic language skills including listening, speaking, reading and writing. These courses also provide students with a brief overview of Japanese culture.

Attributes: Appropriate for First-Year

102 Elementary Japanese

These courses establish the basic language skills including listening, speaking, reading and writing. These courses also provide students with a brief overview of Japanese culture.

Prerequisite: 101 or permission of instructor

201 Intermediate Japanese

The aim of this course is the mastery of the basic structure of Japanese language and communicative skills. The student will have an opportunity to get to know more of Japanese culture.

Prerequisite: 102 or permission of the instructor.

Attributes: Appropriate for First-Year

202 Intermediate Japanese

The aim of this course is the mastery of the basic structure of Japanese language and communicative skills. The student will have an opportunity to get to know more of Japanese culture.

Prerequisite: 201 or permission of the instructor. This course fulfills the language graduation requirement.

231 Advanced Japanese

The emphasis in this course is placed on enhancing the students' fluency and acquiring increasingly creative skills through composition, oral presentation and discussion.

Prerequisite: 202 or permission of the instructor.

232 Advanced Japanese

The emphasis in this course is placed on enhancing the students' fluency and acquiring increasingly creative skills through composition, oral presentation and discussion.

Prerequisite: 231 or permission of the instructor.

361 Advanced Japanese II

The emphasis in this course 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.

362 Advanced Japanese II

The emphasis in this course 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: 361 or permission of the instructor.

Economics Curriculum

MAJOR

ECONOMICS

Eleven courses

Core Requirements:

ECON 111, 112, 268, 278, 288

MATH Requirements:

MATH 121 or 225 or INBM 220

MATH 170

Elective Requirements (3 courses):

Three ECON electives, at least two (2) of these electives must be at the 300-level or above

Capstone Requirement:

ECON 496

QUANTITATIVE ECONOMICS

Thirteen courses

Core Requirements:

ECON 111, 112, 268, 278, 298

MATH Requirements:

MATH 121 or 225 or INBM 220

MATH 170 and 171

Elective Requirements (4 courses):

Three ECON electives, at least two (2) of these electives must be at the 300-level or above

One Quantitative Economics (QECN) elective, at the 300-level or above

Capstone Requirement:

ECON 496

NOTE: Due to the substantial overlap between the two majors, a student is not permitted to double major in ECON and QECN.

MINOR

ECONOMICS

Six economics courses including 111 and 112 and four other economics electives at the 200-level or above. INBM 200 and INBM 220 both count towards the minor. INBM 200, Global Economy, can only be used as a 200-level elective for the minor.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The following curricular guidelines will help you pace your progress through the major. While no specific course must be taken in any given semester, the vertical structure of the program requires that you successfully complete prerequisites for admission to intermediate and higher level classes in a timely manner. Plan to fulfill your mathematics requirements during your first year or first semester sophomore year in order to take intermediate level requirements for the each major. MATH 170 (Single Variable Calculus) or a more advanced calculus class is required for ECON 268 and ECON 278. The statistics requirement (MATH 121 or MATH 225 or INBM 220) is a prerequisite for ECON 298, which is required for the QECN major. ECON 268 and ECON 278 (and ECON 298 for QECN Majors) are prerequisites for upper-level electives and the senior seminar. You need at least three

economics electives to complete the major (four for the QECN Major, one of which must be from the approved QECN elective list or by prior departmental approval); at least two of these must be at the 300 level (three for QECN), having one or more intermediate prerequisites.

ECON Major Suggested Curricular Flow:

Introductory Requirements (recommended for first years; ideally completed by middle of sophomore year):

ECON 111

ECON 112

MATH 121 or MATH 225 or INBM 220

MATH 170

Intermediate Requirements (to be completed as soon as prerequisites are met):

ECON 268

ECON 278

ECON 288

Electives (To be completed as soon as prerequisites are met):

Three electives are required for the ECON major. Two electives must be at the 300-level or above.

Senior Seminar (Spring Senior Year):

ECON 496

QECN Major Suggested Curricular Flow:

Introductory Requirements (recommended for first years; ideally completed by middle of sophomore year):

ECON 111

ECON 112

MATH 121 or MATH 225 or INBM 220

MATH 170

MATH 171

Intermediate Requirements (to be completed as soon as prerequisites are met):

ECON 268

ECON 278

ECON 298

Electives (To be completed as soon as prerequisites are met):

Three ECON electives are required for the QECN major. Two electives must be at the 300-level or above. One additional elective is required for the QECN major. (See list of pre-approved QECN electives below).

Senior Seminar (Spring Senior Year):

ECON 496

NOTES:

- Please allow enough flexibility in your schedule if you are planning on studying abroad. In addition, make sure you discuss your plans with your faculty advisor well in advance.
- Due to the substantial overlap between the two majors, a student is not allowed to double major in Economics and Quantitative Economics.

Pre-approved QECN Electives

- COMP 331 Operations Research (cross-listed as MATH 331)
- ECON 398 Advanced Econometrics
- ECON 375 Mathematical Economics

- ENST 318 Advanced Applications of GIS (cross-listed as ERSC 318 and ARCH 318)
- INBM 300 Applied Empirical Data Analysis
- INBM 300 Big Data in Business
- INBM 300 Investments
- INBM 300 Empirical Methods in Finance
- Any other INBM 300 with either INBM 220 or INBM 250 as a prerequisite
- MATH 325 Probability and Statistics II
- MATH 361 Real Analysis
- Any other ECON elective with either ECON 298 or MATH 171 as a prerequisite
- Any course with prior departmental approval

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Each faculty member has special fields of study and will usually be available for advice in that area. No more than two independent study or tutorial study enrollments may be counted toward the major and they must conform to the appropriate level within the major.

HONORS

Honors in Economics or Quantitative Economics

Any student with a 3.50 overall grade point average may undertake a two-course independent research project and oral defense of the research project. Honors in the major will be awarded if the two courses are over and above the eleven required courses for ECON majors and thirteen courses for QECN majors, if a grade of A or A- is earned on the project, and if the departmental oral examination on the project is successfully completed. For detailed information, go to the [department web site](#).

COURSES

111 Introduction to Microeconomics

A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon consumer demand and upon the output and pricing decisions of business firms. The implications of actions taken by these decision-makers, operating within various market structures, upon the allocation of resources and the distribution of income are examined. Special attention is given to the sociopolitical environment within which economic decisions are made.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), Quantitative Reasoning, Social Sciences

112 Introduction to Macroeconomics

A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon national output, employment, and price levels. The monetary and financial system is explored together with problems of economic stability. Monetary and fiscal policy procedures are analyzed and evaluated in light of the current economic climate. Special attention is given to the historical development of major economic institutions.

Prerequisite: 111.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), Quantitative Reasoning

214 Special Topics

An economic topic requiring some exposure to introductory economic concepts. Past topics have included Middle Eastern Economies, Feminist Economics, Network Industries, and the Economic Analysis of Policy. Specific topics will be described in each semester's registration materials.

Prerequisites: 111 and/or 112 depending upon the topic.

Attributes: Social Sciences

222 Environmental Economics

A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated.

Prerequisite: 111.

Attributes: ENST Society (ESSO), INST Globaliz & Sustain Course, LAWP Policy Elective, PMGT Private Sector Policy, SINE Elective, Sustainability Investigations

223 Introduction to Marxian Economics: The Political Economy of Social Justice

This course introduces students to the practice of Political Economy, which engages in a critical examination of the economic and social underpinnings of a capitalist society and their political and cultural effects. The course will analyze the U.S. economy within a global context and examine such issues as the social relations of production and distribution, markets, the labor process, cycles of growth and accumulation, and economic crises. Attention will be given to asymmetries of power and influence in government, media, and other institutions that shape American culture. Questions of the sustainability of capitalism and the viability of alternatives that could improve social and economic justice will be discussed.

Prerequisite: 111.

Attributes: ENST Discip Spec (ESDS), LAWP Policy Elective, PMGT Private Sector Policy, SINE Elective

228 Economic Analysis of Policy

This course introduces the basic economic techniques used in the analysis of public policy and applies these techniques to a variety of social problems and policies. The economic techniques taught include the analysis of market failure, benefit-cost analysis, and economic impact analysis. Applied topics vary, but are likely to include education and job training, public assistance, transportation policy, and environmental protection.

Prerequisite: 111 or permission of the instructor.

Attributes: ENST Discip Spec (ESDS), Quantitative Reasoning, Social Sciences

236 Issues in Developing Economics

The goal of this course is to survey the economic history, issues and institutions of less developed countries generally or in a specific region. Among the topics which may be covered are colonial heritage, industrialization strategies, agricultural reforms, financial issues and policies, attempts at regional integration, and efforts to revise the role of the state.

Prerequisites: 111/112, or permission of the instructor.

Attributes: ENST Discip Spec (ESDS), INST Latin America Course, LAWP Policy Elective, Lat Am, Latino, Carib St Elect, PMGT International Policy, Portuguese & Brazilian Studies

247 Money and Banking

A study of the role of money and credit in the U.S. economy. The nature of money, the structure of the banking system in the context of a rapidly changing financial institutional environment, and the Federal Reserve System are examined. Various theories of money as guides to monetary policy are compared and contrasted. Neoclassical approaches will predominate, although some alternative approaches will be explored.

Prerequisite: 112.

268 Intermediate Macroeconomic Theory

Neoclassical theories of economic behavior in the aggregate. Models will be used as a framework for analyzing the determination of the level of national output and for explaining fluctuations in employment, the price level, interest rates, productivity, and the rate of economic growth. Policy proposals will be appraised.

Prerequisite: 111 and 112; MATH 170.

Attributes: Social Sciences

278 Intermediate Microeconomic Theory

Neoclassical theory of relative prices of commodities and productive services under perfect and imperfect competition. The role of prices in the allocation and distribution of resources and commodities. Economic behavior of individual economic units like consumers, firms, and resource owners.

Prerequisite: 111 and MATH 170.

Attributes: Social Sciences

288 Contending Economic Perspectives

A study of major heterodox economic theories such as Marxian, institutional, feminist, post-Keynesian, or Austrian economics. Students will study these contending economic perspectives through their historical evolution, methods and theoretical structures, and/or current policy debates.

Prerequisites: 111 and 112.

Attributes: ENST Discip Spec (ESDS), SINE Elective

298 Econometrics

This course is an introduction to econometrics in which the tools of economic theory, mathematics, and statistical inference are applied to the analysis of economic data. Students will develop foundational knowledge of applied statistics and econometrics through exploration of empirical techniques relevant to quantitative economics including probability, estimation, hypothesis testing, correlation, modeling, simple and multiple linear regression analysis, and time series analysis. In addition, this course will cover basic extensions of a multiple linear regression model such as dummy variables and interaction terms. Students will use Stata, or other statistical analysis software widely used in economics, to understand and apply empirical work.

Prerequisite: 111, 112, MATH 170, and MATH 121 (or INBM 220 or MATH 225)

Attributes: Social Sciences

314 Advanced Special Topics

Prerequisites: One or more of the core intermediate theory courses (268, 278, 288) depending on the topic.

Attributes: Social Sciences

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: 278. For ENST, ENSC and INST majors, prerequisite is ECON 222.

Attributes: ENST Society (ESSO), INST Globaliz & Sustain Course, SINE Elective

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.

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.

Attributes: INST Globaliz & Sustain Course

349 Development Economics

Introduction to the economics of less developed countries, covering their growth potential, international trade, human resources, urbanization, agriculture, income distribution, political economy, and environment. Both mainstream and heterodox approaches may be explored.

Prerequisites: 268 and 288.

Attributes: INST Globaliz & Sustain Course

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.

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 Economic History

Key events in economic history, such as the Industrial Revolution and the Great Depression, will be explored in terms of their main causes, effects, policy implications, and lessons for the modern world. Specific topics will vary, but the emphasis is on issues in 19th and 20th century British and U.S. economic history.

This course may be taught as a standard or Writing Intensive elective. Prerequisites: 268, 278 and 288.

373 History of Economic Thought

This course provides an appraisal of the origins and evolution of selected economic theories, primarily through the works of great economists of the past. Past economic works are analyzed in their theoretical and historical context.

Prerequisites: 268, 278 and 288.

374 Advanced Econometrics

This course covers some advanced topics in applied econometrics. Students will apply multiple regression analysis to both cross-sectional and longitudinal (panel) data to familiarize students with a variety of advanced econometric techniques including instrumental variable analysis, differences-in-differences methods, limited dependent variable models, and dynamic panel analysis. Students will conduct individual empirical research projects using Stata, or other statistical analysis software widely used in economics, to enable students to understand and apply the conventions of empirical research in economics. We will cover elements of technical writing, reviewing existing literature, data collection and organization, and file management for complete transparency and reproducibility.

Prerequisites: 268 or 278, and 298.

Attributes: Quantitative Econ Elective, Writing in the Discipline

375 Mathematical Economics

Selected topic, to be announced prior to registration, in theoretical or applied economics, using mathematical or statistical techniques.

Prerequisites: 268 and/or 278 plus MATH 170 and 171 or permission of the instructor.

Attributes: Quantitative Econ Elective

496 Economics Seminar

A reading, research, and conference course on a selected economics topic. Student seminar choices must be approved by the department.

Prerequisite: 268, 278, and 288 (for ECON majors) or 298 (for QECN majors) and permission of the instructor.

Educational Studies Curriculum

MAJOR

Ten Courses

Core Courses:

120 or 130

140

250

260

470

Internship for transcript notation -- Extensive field work in a setting related to education such as schools, child care centers, museums and policy centers.

Concentration in Teaching and Learning:

300

Two electives from the following: 320, 330, 340, 360, 370, 380, 391

Two courses in one other department related to the concentration and approved by the Educational Studies advisor.

Concentration in Education and Society:

310

Two electives from the following: 320, 330, 340, 360, 370, 380, 391

Two courses in one other department related to the concentration and approved by the Educational Studies advisor.

MINOR

5 courses

120 or 130

140

250

260 (if not a Social Science major)

One 300-level EDST course (two 300-level if EDST 260 is not taken)

STUDENT ORGANIZATIONS

Kappa Delta Pi, an International Honor Society in Education, was founded in 1911 and is one of the oldest discipline-specific honor societies in the United States. Dickinson received a charter to establish the Alpha Beta Rho chapter of KDP in 2004 and has maintained an active presence on the Dickinson campus and in the Carlisle community ever since. In addition to hosting lectures and panel discussions on important educational issues, the Dickinson KDP chapter supports education in the local community by sponsoring an annual Literacy Alive program and women's history essay contest as well as providing tutoring in an after-school homework program.

Educational Studies majors and minors are eligible for membership in Kappa Delta Pi after they have completed at least eight Dickinson courses and have declared their education major or minor. Admission to Kappa Delta Pi will be based on academic grade point average and service to the education profession.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First Year:

EDST 120 (spring only) or 130 (fall only) and 140

Second Year:

EDST 250 (fall only) and 260 (spring only) plus two non-departmental electives

Third Year:

EDST 300 or 310

Fourth Year:

Two EDST 300-level electives and 470

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Educational Studies majors are encouraged to study abroad, taking coursework that informs them of the education systems in the countries in which they are studying and to seek out internships in education that might include both school and non-school settings (such as museums). Through the [Center for Global Study and Engagement](#) at Dickinson, the department has identified the **Danish Institute for Study Abroad in Copenhagen** as the primary study abroad site for our students. Appropriate coursework taken at **DIS-Copenhagen** will transfer toward the Educational Studies elective requirements.

COURSES**120 Contemporary Issues in American Education**

An examination of current policies, practices, and problems in the landscape of American education with particular attention to the perspectives of various stakeholders (e.g. teachers, students, families, community leaders, employers, and elected officials). U.S. diversity with respect to race, class, gender, language, and exceptionalism is considered within a variety of educational contexts. The course also examines the ways in which educational issues and reform efforts intersect with social, economic, political, and cultural forces.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ENST Discip Spec (ESDS), SINE Elective, Social Sciences, US Diversity

130 History of American Education

An examination of the evolution in the purposes, structures, and methodologies of formal and informal education in the United States from the colonial period to the present with particular attention to how marginalized groups have been educated. The course situates educational history within the broader context of social, political, and economic developments in the U.S. and considers ways in which education has been used to meet societal goals.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ENST Discip Spec (ESDS), Social Sciences, US Diversity

140 Educational Psychology

An examination of physical, cognitive, and psychological developmental theories and research as well as theories of learning. The course includes theoretical perspectives on: age-stage characteristics, exceptionalism, achievement versus aptitude, as well as how developmental, sociocultural, and motivational factors influence student learning in classroom contexts.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ENST Discip Spec (ESDS), Social Sciences

250 Curriculum Theory

An examination of how the curriculum of educational institutions is shaped as well as how curriculum serves as a shaping force for educational institutions. This includes an examination of various conceptions of curriculum and of knowledge as well as curriculum ideologies and structures. Finally, the course examines how diverse student populations may experience the curriculum.

Prerequisites: 120 or 130, and 140.

260 Introduction to Educational Research

An introduction to the purposes and methodologies of research in education including how various stakeholders in the educational community use and access research findings as well as how studies in education are designed, implemented, and disseminated. Quantitative, qualitative, and historical methodologies are addressed. Research processes are introduced around the topic of literacy. Students will develop a review of the research literature on a topic related to literacy using online catalogs, databases, and other open access resources to find and gather sources and digital publications formats to disseminate their reviews.

Prerequisite: 140.

Attributes: ENST Discip Spec (ESDS), Writing in the Discipline

300 Models of Instruction and Assessment

An introduction to instructional planning and assessment with a particular emphasis on meeting the needs of diverse learners. Primary activities of the course include designing and implementing lesson plans, designing assessment instruments, and designing an integrated unit of instruction. Students will learn to effectively use presentation technologies as well as instructional software and new media to enhance their instruction.

Prerequisites: 140, and 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

310 Policies Shaping American Education

An examination of the policies that have shaped and continue to shape American Education within the broader context of American educational reform movements. Particular policy(ies) of focus each semester will be selected by the instructor. The course might include an in-depth examination of a particular policy such as school funding. Or, it might examine several policies around a broader concept such as inclusion which could include desegregation, Individuals with Disabilities Education Act, Title IX, and policies related to English Language Learners.

Prerequisites: 120 or 130, and 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

Attributes: AMST Struct & Instit Elective

320 Race and Education

An examination of the historical, sociological, political, and legal issues related to race and education in the United States. Particular issues of focus each semester will be selected by the instructor and might include theoretical perspectives on race in education, school segregation, representation of racial groups in curriculum, the roles and experiences of teachers of color, connections between policy initiatives and race, student achievement and college access, and the educational experiences of specific racial groups.

Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

330 Gender and Education

An examination of the historical, sociological, political, and legal issues related to gender and education in the United States. Particular issues of focus each semester will be selected by the instructor and might include theoretical perspectives on gender in education, single-sex vs. coeducational schooling, representation of gender in

curriculum, the feminization of the teaching profession, gender equity and policy initiatives such as Title IX, and student achievement and college access.

Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

340 Immigration and Education

An examination of the historical, sociological, political, and legal issues related to immigration and education in the United States. Particular issues of focus each semester will be selected by the instructor and might include patterns of immigration, theories on immigrant assimilation, the relationship between culture and education, perspectives on citizenship and their impact on immigrant education, and related legislation, funding, and policy.

Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

350 Urban Education

An examination of critical issues in educating students in an urban setting. Particular issues of focus each semester will be selected by the instructor and might include race, poverty, student motivation and teacher practice, the community as a source of curriculum, school-to-work programs, educating language minority students, restructuring large urban schools, educational funding and educational policy.

Prerequisite: EDUC 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

360 Rural Education

An examination of critical issues in educating students in a rural setting. Particular issues of focus each semester will be selected by the instructor and might include race, poverty, the centrality of schools in rural communities, place-based learning, farm to college initiatives, educating indigenous populations, educational funding and educational policy.

Prerequisite: 260 or Social Science Research (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

370 Education and Emerging Technologies

An examination of the role of emerging technologies in American education. Particular issues of focus each semester will be selected by the instructor and might include the capabilities and limitations of contemporary technological tools, how technological tools, particularly new media, can be used to enhance teaching and learning in diverse educational settings, trends in and variations of e-learning, and perspectives on digital etiquette, ethical reasoning, legal guidelines, and institutional policies related to technology use in educational settings.

Prerequisite: 260 or Social Science Research Methods (AFST 200, AMST 202, ANTH 240, ANTH 241, EASN 310, ECON 228, LAWP 228, PMGT 228, POSC 239, PSYC 201, SOCI 240, SOCI 244, or WGSS 200), or permission of instructor.

391 Topics in Education

An examination of topics related to education but not addressed in depth in other courses within the Educational Studies program. Topics will vary based on the expertise of the instructor and may include those offered by faculty from other disciplines that intersect with education.

Attributes: Social Sciences

470 Senior Seminar

The design and implementation of a study in an individual area of interest within the major concentration culminating in the writing of a conference paper or publishable article. Students will develop a review of the related research literature on their chosen topic using on-line catalogs, databases and other open access resources to access sources, gather data related to their topic employing quantitative, qualitative, and/or historiographic methodologies enhanced by electronic devices as appropriate, analyze their data using digital software as appropriate, write a conference paper or publishable article, electronically submit their conference proposals/articles, and disseminate their work via conference, digital, or paper publication formats.

Prerequisites: 120 or 130, and 140, 250, 260, 300 or 310.

English Curriculum

MAJOR

Eleven courses, of which the following are required: 101, 220, six literature 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 any 200-level or 300-level course. At least two 300-level courses must be taken at Dickinson. Majors must also complete ENGL 300, a P/F non-credit research course, taken in conjunction with the first 300-level literature course.

Students may declare an English major in the semester in which they are enrolled in 220. When they declare, students and their faculty advisors will jointly design a schedule of advanced courses that, taking into account student interests, offers some breadth in approach and subject matter while enabling an examination of a particular area in some depth.

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

MINOR

Six courses, including the two introductory courses (101, 220) and a minimum of three courses at the advanced literature 300-level. At least one 300-level must be pre-1800, and at least one must be taken at Dickinson.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The English Major requires eleven courses. This is a floor, not a ceiling; our most successful students often take more than the required number. We warmly encourage study abroad (see “Opportunities for Off Campus Study” below).

These guidelines are written for the entering student who knows he or she wants to major in English. Rather than specify the courses that you “must” have in a given semester, the following is general advice regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major – this provides maximum flexibility in your junior and senior year.

First Year

English 220 (or 101 and 220.) 220 is the gateway course to the major, so should be taken in the first year.

Foreign language

First Year Seminar

Two courses at the 300 level (two of the 300s must be pre-1800, and two, post-1800)

Sophomore Year

Four courses at the 300 level

Continue with foreign language and other requirements. Consider courses relevant to the English major, such as English and American history, American Studies, Women’s and Gender Studies, Art and Art History, Religion, Philosophy, Music and Music History, Theater, Film, Sociology, Psychology, and Classical literature.

Junior Year

Four Courses at the 300 Level

If you study abroad, consider taking courses in literature and fields of strength to the host institution. These may include film and new media, foreign languages and literatures, or global and post-colonial studies.

Senior Year

English 403 (fall--first semester of required senior seminar)

English 404 (spring--second semester of required seminar)

Two 300-level English courses

Finish all other requirements: (core courses, electives, language as needed)

For information regarding the suggested guidelines, please feel free to contact an English department faculty member.

Senior

Thesis

The senior experience in the English department is a yearlong course, English 403-404. During the spring term, seniors will workshop their senior thesis in three parts. The process brings all participants together as writers and peer editors to produce a thesis between 35 and 50 pages. When you have chosen your topic, focus upon courses to support and deepen your inquiry.

Click [here](#) for a checklist worksheet that gives a succinct overview of the major requirements.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

The English Department offers independent study and research in literature and in expository and creative writing for content not covered in regular courses. A list of professors and their special interests is available in the English office, 4th floor, East College 400. As a general rule, no more than two independent studies or independent research courses may be counted toward the major; exceptions must be approved by the department chair. Students must secure a professor with whom to study and submit proposals (covering topic, methodology, preparation, relevance to educational goals, bibliography or primary and secondary sources, director, and course requirements) normally in the semester before the study is to be undertaken. See the academic department coordinator for English for the necessary forms.

HONORS

All senior theses in English are eligible for honors nomination. Exemplary of the finest senior theses in English, an honors project:

- advances a cogent, ambitious, and thoroughly-researched argument;
- situates itself in and contributes to germane scholarly fields (e.g., literary studies, film and media studies, cultural history);
- exhibits remarkable methodological sophistication and creativity;
- demonstrates the writer's critical self-awareness and informed investment in the project; and
- achieves a clear voice and confident prose.

A select number of theses are nominated for honors by the faculty teaching English 404. Honors are determined by a committee of English faculty appointed by the chair.

INTERSHIPS

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 begin thinking about study abroad early in their sophomore year. Talk to your advisor, professors, and the department chair about study abroad opportunities. Our program in Norwich, England, at the University of East Anglia, is convenient and enriching for our students; the credits transfer back to Dickinson easily. We also have a selective program at Mansfield College, Oxford for students with a 3.7 GPA or above. Successful admission to this program requires that a student show depth in the major by second semester of the sophomore year; please consult Dickinson's Mansfield Oxford information on the Center for Global Studies and Engagement website. Many of our students also study in Cameroon, India, and other Asian and African countries; this study requires careful planning to ensure successful completion of the major.

CO-CURRICULAR ACTIVITIES/PROGRAMS

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.

Majors have sought out occasions to publish their writing, including in the *Dickinsonian*, the *Square*, the *Dickinson Magazine*, and the *Carlisle Sentinel*.

COURSES

Introductory Courses

These courses are designed to introduce students to serious literary study from a variety of perspectives, both intrinsic and extrinsic. They consist of entry-level courses in the major, the first of which is also offered for students who do not intend to major in English.

101 Texts and Contexts

Close reading (formal analysis) of texts interpreted in the contexts (e.g., cultural, historical, biographical, economic, political) that shape and are shaped by them. Topics may include the African novel, early American literature, Caribbean literature, Shakespeare on film, the romance, the quest, images of women, 19th century literature, contemporary American fiction, and American Indian literature.

Attributes: Appropriate for First-Year, Humanities

220 Introduction to Literary Studies

In literary studies, we explore the work texts do in the world. This course examines several texts of different kinds (e.g., novel, poetry, film, comic book, play, etc.) to investigate how literary forms create meanings. It also puts texts in conversation with several of the critical theories and methodologies that shape the discipline of literary study today (e.g., Marxist theory, new historicism, formalism, gender theory, postcolonial theory, ecocriticism, etc.). This course helps students frame interpretive questions and develop their own critical practice.

This course is the prerequisite for 300-level work in English.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Writing in the Discipline

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 DIV I. b. distribution requirement.

213 History & Structure of the English Language

The origin and growth of British and American English, along with a survey of grammatical notions and methodologies from the traditional to the transformational.

Attributes: Quantitative Reasoning

214 Working with Writers: Theory and Practice

Designed primarily for students who serve as tutors in the Norman M. Eberly Writing Center as well as for future teachers, this course examines how people learn to write from both a theoretical and a hands-on perspective.

Prerequisite: permission of the Director of the Writing Program. This course is cross-listed as WRPG 214.

Attributes: Writing in the Discipline

221 Workshop in Writing

This course develops writing and analytical thinking skills through the careful examination of the rhetorical practices of a topic chosen by the professor. Class offerings have included topics such as writing and: wellness, natural history, digital environments, the self, identity and queer studies, popular culture, memoir, creative nonfiction, biography, graphic novel, and other subgenres of fiction, poetry, or film and media studies. Seminars, workshops, group tutorials.

This course is cross-listed as WRPG 211.

Attributes: Appropriate for First-Year, Writing in the Discipline

300 Literary Studies Research Lab

This P/F non-credit research course introduces students to research methodology for advanced literary studies. ENGL 300 is a co-requisite with a student's first 300-level literature course (except ENGL 337-338).

Advanced Courses in Literature, Theory, and Film

These courses deepen the methodological discussions of texts and the animating debates around them first initiated in ENGL 220. Students are encouraged to craft an individualized course of study in consultation with their advisor that exposes them to the different approaches listed below. Individual 300-level courses will often emphasize one or more particular critical perspectives or reading methods, exploring the intersections of these different approaches, and strengthening students' sense of themselves as readers. All courses at this level will ask students to evaluate and to make arguments based upon textual evidence and secondary sources while mastering various research techniques. NOTE: Prerequisites for 300-level courses are ENGL 220 or permission of instructor. For 300-level courses in American literature, prerequisites are ENGL 220 or AMST 202, or permission of instructor.

222 Topics in Methods and Theory

This course offers a focused introduction to a particular literary method, and/or methods from a related field.

Attributes: Appropriate for First-Year, Humanities

311 Questions of Author and Audience

Examines how authors' lived experience has shaped texts and how audience reception has reshaped and reimagined those texts. Course titles in this category have included "Chaucer's Women," "Austen in Her Time," "Robert Frost and Modern Poetry," "The American Auteur," and "Poetry of the Mad Men Era."

Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.

Attributes: Humanities

321 Questions of Culture, Nation, and Identity

Examines texts' accounts of and implication in systems of power and privilege. These classes focus on questions of agency, gender, race, and ethnicity in both individual and collective identities. Course titles in this category have included "Shakespeare: Politics and Culture," "Where Do Novels Come From?" "Celtic Revival/Harlem Renaissance," "Literatures of the Global South: Migration & Displacement," and "Studies in US LGBTQ+ History and Literature."

Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.

Attributes: Humanities

331 Questions of Form, Medium, and Materiality

Examines the genres, conventions, and forms through which texts are produced, circulated, and understood. Course titles in this category have included “John Donne and Material Culture,” “Shakespearean Genres,” “The 19th-century Novel,” “Experimental Fictions,” and “The Video Game.”

Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.

Attributes: Humanities

341 Questions of History, Period, and Influence

Examines how authors and texts engage aesthetic and/or socio-political histories. Course titles in this category have included “Medieval Women Writers,” “Routes through the Early Americas,” “The Bloomsbury Group,” “Border Crossings in Asian American Literature,” and “U.S. Literature and the 9/11 Decade.”

Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.

Attributes: Humanities

351 Special Topics in Textual Study

Special topics in literature, theory, film, and media. Examines questions of the relationships among primary texts and their historical, methodological, and/or theoretical contexts not otherwise addressed in ENGL 311, 321, 331 and 341.

Prerequisites: ENGL 220, OR, for AMST majors, AMST 202.

Attributes: Humanities

The Senior Experience

This final two-semester sequence of courses in the major seeks to draw upon the student’s critical and creative independence by offering seminars and workshops whose topics are shaped partly by student interest.

403 Senior Literature Seminar

Demonstration, under close supervision, of a command of the critical reading and writing expected of a student major in English. Various topics and approaches. Students who fail ENGL 300 CALM Lab will be prohibited from registering for 403 without permission of the department chair. Students enrolled in ENGL 300 CALM Lab during the 403 who fail to complete ENGL 300 will also fail ENGL 403.

Prerequisite: Open to senior English majors who have passed ENGL 300.

404 Senior Thesis Workshop

A workshop requiring students to share discoveries and problems as they produce a lengthy manuscript based on a topic of their own choosing, subject to the approval of the instructor.

Prerequisites: 300 and 403.

Attributes: Can’t be taken pass/fail

Environmental Studies and Environmental Science Curriculum

MAJOR

Environmental Studies Major:

Thirteen courses

Core:

161, 162

406

The additional 10 courses are taken from the following categories. At least three courses must be ENST courses and at least three must be at the 300-level or above.

Humanities/Arts & Environment – at least 1

Society & Environment – at least 2

Foundations of Environmental Science – at least 1

Applications of Environmental Science – at least 1

Other courses may be taken from the Humanities/Arts & Environment, Society & Environment, Foundations of Environmental Science, Applications of Environmental Science, Environmental Studies Specialization, or Disciplinary Specialization lists. No more than two Disciplinary Specialization courses can be applied to the degree.

NOTE: No more than two may be numbered 550 or 560

Environmental Science Major:

Sixteen courses

Core:

161, 162

406

The additional 13 courses are taken from the following categories. At least three must be ENST courses and at least five must be at the 300-level or above.

Humanities/Arts & Environment – at least 1

Society & Environment – at least 1

Foundations of Environmental Science – at least 3

Applications of Environmental Science – at least 5

The other two courses may be taken from the Humanities/Arts & Environment, Society & Environment, Foundations of Environmental Science or Applications of Environmental Science lists

NOTE: No more than two may be numbered 550 or 560

For both majors, note that a single course may satisfy more than one requirement. However, this does not reduce the total number of courses required for the majors.

Students may not major in both environmental studies and environmental science.

Descriptions of course categories

Humanities, Arts, & Environment courses. Humanities, Arts, & Environment courses explore humanity's relation to the earth from perspectives offered by the arts, literature, philosophy, and religion. Such classes may include aesthetic, spiritual, and ethical principles employed to assess natural and social scientific ideas.

Society and Environment Courses. These courses address the ways human societies are affected by the environ-

ment and the ways that human actions alter that same environment. Courses focus on the roles of social, political, economic, and scientific processes in shaping various environmental challenges.

Foundations of Environmental Science. These courses present students with disciplinary knowledge from the natural sciences foundational to environmental science. They may or may not consider how this knowledge relates to environmental science and they include courses at introductory through advanced levels.

Applications of Environmental Science. These courses apply scientific tools and methods to address environmental challenges. A substantial component of the course must consider interactions between humans and the environment.

Environmental Studies Specializations. Interdisciplinary courses that study an aspect of human-environment interactions. Normally, courses would include one of the following: four weeks of environmental content or the application of a foundational concept or idea (e.g. inequality, sculpture, development, ethics, etc.) to an environmental issues for at least two weeks.

Disciplinary Specialization courses. Disciplinary specialization courses provide students the opportunity to place their understanding of environmental studies within the broader context of traditional and emerging academic disciplines. Environmental studies is built upon and connects to most disciplines. In many cases, progress within environmental studies requires drawing on these disciplines and communicating with practitioners in these disciplines. Disciplinary specialization courses are optional. Offering these courses and inviting students to consider including them in their major program is consistent with the liberal arts.

HONORS

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 3.4 in all courses required or applied toward the major. The student's final GPA must be certified at the end of the Senior year just prior to graduation.

The honors project must have both oral and written components. The oral components consist of presentations at department seminars, a professional conference and before a faculty review committee consisting of selected Environmental Studies department faculty and the Faculty Research Advisor. The written component may be done with acknowledged assistance from the Faculty Research Advisor and must demonstrate deep understanding of the context and implications of the research.

Detailed guidelines for department honors are available on the [department website](#) and through the department chair.

INTERNSHIPS

Many majors are interested in an [internship or research experience](#). There are many opportunities for such both on campus and in the Carlisle/Harrisburg community. Students often complete an internship or research experience during the summer break.

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 [Center for Global Study and Engagement](#).

CO-CURRICULAR ACTIVITIES/PROGRAMS

The Environmental Studies department has numerous employment, internship, and research opportunities in our two major community outreach co-curricular programs: The [Alliance for Aquatic Resource Monitoring \(ALLARM\)](#) and the [College Farm](#). Detailed information on these programs can be found on the department web site.

Students majoring in Environmental Studies or Environmental Science also often find employment, internship, and research opportunities with the Center for Sustainability Education.

COURSES

111 Environment, Culture & Values

A study of the effects of scientific, religious, and philosophical values on human attitudes toward the environment and how these attitudes may affect our way of life. By focusing on a particular current topic, and by subjecting the basis of our behavior in regard to that topic to careful criticism, alternative models of behavior are considered together with changes in lifestyle and consciousness that these may involve.

Attributes: Appropriate for First-Year, ENST Humanities/Arts (ESHA), Humanities, PMGT Ethics Elective, SINE Elective, Sustainability Investigations

121 Environmental Science for Non-Majors

This introductory environmental science course will explore the integrated, interdisciplinary study of natural environmental systems and human interactions with them. Students will use scientific principles to explore the consequences of human activity. Students will be exposed to basic techniques for investigating environmental topics in lectures, laboratory exercises, and fieldwork. This is an introductory course for non-majors. Students intending to major in Environmental Studies or Environmental Science should enroll in ENST 161.

Three hours classroom and three hours laboratory a week. This course does not count towards the B.A. in Environmental Studies or B.S. in Environmental Science.

Attributes: Lab Sciences, Sustainability Investigations

161 Environmental Connections

This introductory environmental studies course draws from the influences of the humanities and natural sciences on the social sciences in relation to the environment. The course will examine the ideas, concepts, and debates central to the field. Students will examine the relationship between humans and the environment and become familiar with a range of environmental challenges, with an emphasis on how these challenges have emerged over time and space. The course will investigate and evaluate a variety of strategies that are currently being pursued to address these environmental challenges. The course stresses the importance of “seeing connections”, thinking carefully and critically about environmental issues, and appreciating that complex questions rarely have a single solution. This is an introductory course for those majoring in environmental studies and environmental science. Non-majors should enroll in ENST 121 Introduction to Environmental Science.

This course has no laboratory section.

Attributes: Appropriate for First-Year, Sustainability Investigations

162 Integrative Environmental Science

This course is an introduction to interdisciplinary environmental science. Students will learn to draw upon a variety of natural sciences to identify and address environmental challenges. Students will examine environmental issues

analytically, learn to evaluate existing data, and begin to develop skills for acquiring new knowledge via the scientific method. They will be exposed to basic techniques for assessing environmental problems in lectures, laboratory exercises, and fieldwork.

Three hours classroom and four hours laboratory a week. Prerequisite: 161

Attributes: Sustainability Investigations

218 Geographic Information Systems

Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing.

Three hours of classroom and three hours of laboratory per week. This course is cross-listed as ERSC 218 and ARCH 218.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ENST Foundations (ESFN), Quantitative Reasoning, Sustainability Investigations

280 Environmental and Social Justice

This course reviews social inequalities in relation to environmental issues. We examine the social construction of equity and justice, and apply this learning to understand how societies frame environmental risk. Drawing from domestic and international case studies, we explore how marginalized people and communities disproportionately experience environmental externalities. The social and environmental consequences of uneven development across place exemplify justice and capitalism contradictions. Examples of community agency to re-appropriate or reframe their environment will allow us to understand collective action to counter social and environmental injustices.

This course is cross-listed with SOCI 230.

Attributes: ENST Society (ESSO), Food Studies Elective, Social Sciences, Sustainability Investigations

302 Topics in Humanities/Arts & Environment

An interdisciplinary course in Humanities/Arts & Environment. The topic is determined by faculty availability and student interest.

Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.

Attributes: ENST Humanities/Arts (ESHA)

303 Topics in Society & Environment

An interdisciplinary course in Society & Environment. The topic is determined by faculty availability and student interest.

Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: dependent upon topic.

Attributes: ENST Society (ESSO)

304 Topics in Foundations of Environmental Science

An interdisciplinary course in Foundations of Environmental Science. The topic is determined by faculty availability and student interest.

Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.

Attributes: ENST Foundations (ESFN)

305 Topics in Applications of Environmental Science

An interdisciplinary course in Applications of Environmental Science. The topic is determined by faculty availability and student interest.

Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisites: Dependent upon topic.

Attributes: ENST Applications (ESAP)

306 Topics in Environmental Studies Specializations

An interdisciplinary course in Environmental Studies Specializations. The topic is determined by faculty availability and student interest.

Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.

Attributes: ENST Env Stud Spec (ESSP)

307 Topics in Disciplinary Specializations

An interdisciplinary course in Disciplinary Specializations. The topic is determined by faculty availability and student interest.

Three hours classroom a week. Depending on the topic, this course may also include three or four hours of laboratory a week. Prerequisite: Dependent upon topic.

Attributes: ENST Discip Spec (ESDS)

318 Advanced Applications in GIS

The course is intended as a continuation of the introductory course on Geographic Information Systems, 218, and will concentrate on more advanced discussions and techniques related to spatial analysis and GIS project design. The main focus of the course will be on using higher-level GIS methods to investigate and analyze spatial problems of varying complexity; however, the specific project and topical applications will vary depending on student interests. Students will be required to develop and complete an individual spatial analysis project that incorporates advanced GIS techniques.

Prerequisite: ENST 218 or ERSC 218 or ARCH 218 or equivalent GIS experience. Three hours classroom and three hours laboratory per week. This course is cross-listed as ERSC 318 and ARCH 318. Offered every two years.

Attributes: ENST Applications (ESAP), Quantitative Econ Elective, Sustainability Investigations

330 Environmental Policy

This course examines the effect of environmental policies on environmental quality, human health and/or the use of natural resources at local, national and international levels. It considers the ways scientific knowledge, eco-

conomic incentives and social values merge to determine how environmental problems and solutions are defined, how risks are assessed and how and why decisions are made. The course examines a range of tools, processes and patterns inherent in public policy responses and covers issues ranging from air and water pollution and toxic and solid waste management to energy use, climate change and biodiversity protection. A combination of lectures, case studies, and field trips will be used.

Prerequisite: 161 and 162, or permission of instructor.

Attributes: AMST Struct & Instit Elective, ENST Society (ESSO), Social Sciences, Sustainability Investigations, Writing in the Discipline

335 Analysis and Management of the Aquatic Environment

An interdisciplinary study of the aquatic environment, with a focus on the groundwater and surface waters of the Chesapeake Bay drainage basin. This course provides a scientific introduction to the dynamics of rivers, lakes, wetlands, and estuarine systems as well as an appreciation of the complexity of the political and social issues involved in the sustainable use of these aquatic resources. Students conduct an original, cooperative, field-based research project on a local aquatic system that will involve extensive use of analytical laboratory and field equipment. Extended field trips to sample freshwater and estuarine systems and to observe existing resource management practices are conducted.

Three hours classroom and four hours laboratory a week. Prerequisite: 162. Generally offered in the fall in a two-year alternating sequence with 340.

Attributes: ENST Applications (ESAP), Sustainability Connections

350 Environmental Health

This course will focus on the impact of humans on the natural environment and its consequences to human health. Interdependency of humans and the natural environment will be explored through a broad range of environmental topics including air pollution, water pollution, pesticide usage, solid waste management, and climate change. Students will learn how to assess the human health risks associated with each of the topic areas while focusing on the unique local and global challenges of protecting human health. This course includes a laboratory which will supplement lecture material while focusing on the measurements of local environmental toxicants and its applications to risk assessment.

Prerequisite: 161 and 162 or CHEM 131 or permission of instructor.

Attributes: ENST Applications (ESAP), Health Studies Elective, Sustainability Investigations

361 The Role of Natural Science in Environmental Studies

What can natural science contribute to our understanding of the interactions between humans and our environment? What makes it possible for natural science to provide this understanding? What are the limits on natural science's capacity to contribute to environmental studies? Answers to these questions come from the humanities, social science, and natural science. From these perspectives, this course will examine natural science as a way of knowing, and explore the application of natural science to environmental challenges. Laboratory activities will provide opportunities for students to work with ideas and processes that are fundamental to natural science, and experience how natural science is applied in environmental studies.

Three hours classroom and three hours laboratory a week. Prerequisite: 162 or any three natural science courses or junior class standing.

Attributes: ENST Applications (ESAP)

362 Principles of Natural Science for Environmental Studies

Understanding the interactions between humans and our environment requires integrating a wide range of perspectives. The fundamental principles identified by natural scientists, such as the conservation of matter and evolution via selection, are a key perspective. Knowing the principles of natural science and how to apply them provides for a stronger grasp of many environmental challenges and points to effective responses to these challenges. This course will explore a select, integrated set of principles from natural science that are especially relevant to environmental studies. The principles will be applied to better understand human-environment interactions.

Three hours classroom and four hours laboratory a week. Prerequisite: 162 or any three natural science courses.

Attributes: ENST Applications (ESAP)

370 Environment and Society

Society defines how collections of humans are organized around shared bonds including cultures, contexts, or identities. Margaret Mead famously warned, “we won’t have a society if we destroy the environment.” Drawing from social science methods, this class highlights how societies are intimately dependent on natural resources, and how human actions alter the environment. Students will examine how collections of humans experience, use, and change the environment. The class will discuss the social construction and production of the environment, understand structures of power, and learn about social change at the local and national scales.

Attributes: ENST Society (ESSO), Food Studies Elective, Social Sciences, Sustainability Investigations

371 Global Environmental Politics

Global environmental politics seeks to understand how the global environment is being changed by humanity and how states, organizations, individuals, communities, societies, movements and corporations are responding to planetary environmental issues. In this course, we discuss the causes of global environmental problems and how solutions have been conceptualized and put into practice over the last several decades. We examine trends in global environmental governance, and focus on the role of the sovereign state and global organizations in designing, implementing and enforcing effective international environmental agreements and regimes. We study the growing role in global environmental politics of ‘global civil society’ and multinational corporations. Finally, we consider the major tensions and controversies that characterize global environmental politics such as the impact of economics and trade, sustainable development, and the role of knowledge, power and science. This course engages with a broad range of materials from the global environmental politics literature and endeavors to represent different methodological and conceptual approaches. The course is not organized around environmental ‘issue areas’ but rather focuses on the underlying dynamics of power, authority, interests, legitimacy and ideas that ultimately shape environmental debates. We focus on how theory informs policy making and learn to recognize the constraints and opportunities available for addressing environmental challenges in a changing world. The course will incorporate lectures and seminar discussions as well as possible field trip and guest speakers.

Attributes: ENST Society (ESSO), INST Globaliz & Sustain Course, Social Sciences, Sustainability Investigations

372 Environment, Conflict and Peace

The goal of this class is to examine the complex relationships between the environment, conflict and peace. We will discuss the emergence of the environment as a topic of conflict and peace studies, and ask if the environment should be a security concern. We will scrutinize the extent to which environmental degradation, resource scarcity, natural resource wealth, and even climate change, increases the likelihood of violent conflict, and discuss the environmental consequences of war itself. We will explore whether environmental cooperation reduces the risk of violent conflicts, and whether responses to environmental problems can serve as catalyst for peace. We will strive to understand how international institutions—governmental, intergovernmental and non-governmental—act to address security and peacebuilding challenges linked to the environment. The course approaches the topic from

different levels of analysis (local, national, transnational and supranational), diverse theoretical frameworks and analytical methods and range of environmental issue areas. Finally, we will use a broad range of materials, employ lectures and seminar-like discussions and incorporate field trips and guest speakers.

Attributes: ENST Env Stud Spec (ESSP), INST Global Security, INST Globaliz & Sustain Course, Security Studies Course

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.

Attributes: Sustainability Connections

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.

Film & Media Studies Curriculum

MINOR

Six courses:

One introductory course: 101 Introduction to Film OR 103 Introduction to Media Studies.

Five elective courses: two with different cultural perspectives, and one advanced 300-level course. Courses which count as electives are indicated each semester on the [Registrar's web site](#).

Students matriculating prior to Fall 2018 should contact the program Chair regarding completion of the minor.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

A number of Dickinson College study abroad programs offer courses in film and media studies. Students who are thinking about taking courses for credit in these areas while abroad should contact the Film and Media Studies Chair for advice and guidance.

COURSES

101 Intro to Film Studies

An introductory study of the preeminent art form of the 20th Century. The course will focus upon the fundamentals of film study as an academic discipline, including formal analysis of film narrative and cinematic technique (the art of film), contextual approaches to film, study of various film genres, and rudimentary experience with film production. Students will be exposed to aesthetically and historically important films from a number of cultural traditions.

Attributes: Appropriate for First-Year, Arts (Division I C)

102 Fundamentals of Digital Film Production

This course provides instruction in the basic aesthetic and technical aspects of digital film production, including writing, producing, directing, shooting, lighting, recording and mixing sound, and editing. Students will learn to harness digital tools while focusing on their roles as storytellers. Each participant will write and direct a video, rotating through various crew positions as they carry out exercises designed to deepen their knowledge of the different elements of moviemaking. Ultimately, students will collaborate in teams on short movies, which will be screened at the final class.

Offered spring semester.

Attributes: Arts, SINE Elective

103 Introduction to Media Studies

This course introduces students to the study of mediated communication or “media,” with particular emphasis placed on mass media forms, such as print journalism, radio, television, and film, as well as digital platforms such as Twitter, Facebook, and Snapchat. Students will examine these or other media forms from political, industrial, and aesthetic perspectives. They will also explore how these forms have both contributed to and themselves been impacted by broader processes of social and technological change. By examining media in this manner—and by engaging with current debates regarding media’s role in contemporary society—students will develop their understanding of how media functions and become, by the course’s end, more literate consumers, producers, and critics of media today.

Attributes: Arts, Humanities

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.

This course is cross-listed as HIST 279.

Attributes: Appropriate for First-Year, Social Sciences

210 Topics in Film Studies

Survey or themed courses dealing with various areas of world film, such as Middle East Film, Israeli Cinema, and German Cinema.

Prerequisite dependent upon topic.

211 Screenwriting

This course will familiarize students with the fundamentals of good screenwriting: structure, theme, conflict, character, and dialogue. Students take part in weekly writing exercises as preparation for their final class project--creating a detailed outline of an original screenplay, and completing the first act. Topics include plot and subplot, character development, and commercial considerations such as format and genre. Students are required to read essential books on scriptwriting and to analyze several films and the screenplays on which they are based.

This course is cross-listed as CRWR 219.

Attributes: Arts, Creative Writing Course

220 Topics in Media Studies

Topics may include new media, theories of media, audio, visual, and digital media studies and production, mass communication, journalism, and media and popular culture.

Prerequisite: dependent upon topic.

290 Brazilian Cinema

This class focuses on important examples of Brazilian cinema, as well as on critical episodes, manifestos, and challenges faced by Brazilian directors, screenwriters, and actors. The class will also analyze diverse periods and genres, such as chanchadas, Cinema Novo, and retomada. Particular attention will be paid to the representation of native Brazilians, Afro-Brazilians, women, and marginalized places (Backlands, favelas, etc.), and how their representation has had social and economic repercussions in Brazil.

Taught in English. Available as a FLIC option in Portuguese. This course is cross-listed as PORT 290 and LALC 290. Offered every two years.

Attributes: Humanities, Lat Am, Latino, Carib St Elect

310 Topics in Advanced Film Studies

In-depth analysis and discussion of selected areas in Film Studies not normally covered in other interdisciplinary offerings. Topics may include, for example, auteur studies, genre studies, film theory, and film and popular culture.

Prerequisite dependent upon topic.

320 Topics in Advanced Media Studies

In depth analysis and discussion at the advanced level of selected areas in Media Studies. Topics may include new media, theories of media, audio, visual, and digital media studies and production, mass communication, journalism, and media and popular culture.

Prerequisite: dependent upon topic.

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 2018

- Good and Evil in the Human Imagination: Ethical Issues in Fiction
- The Art and Science of Exchange: A Natural History of Global Markets
- Bioethics and Bioissues
- Does Finance Benefit Society?
- The Future of Democracy: Can Government Of, By, & For the People Survive and Flourish in the 21st Century?
- Bridging East and West: Cosmopolitans and Cultural Mediators in Modern China
- Civil Disobedience in History
- Literacy and Liberty
- Where Have All the Wild Things Gone?
- Indigenous Education: Native Americans, Schooling, and the Carlisle Experiment
- The Uses and Abuses of Photography
- Race in Brazil: Challenging Discourses
- Modernity and Its Legacy: Past Ideas and Their Contemporary Importance
- Founding Modernity: Marx, Nietzsche and Freud
- More Than a Laughing Matter: Theories of Humor
- Life in Africa and the Caribbean: Insight into the French Imperialism Narratives
- No Strings Attached: The Puppet as Performance Object and Metaphor
- Can a Machine Have a Mind?
- Paying the Game of Life: Balancing Proactive and Reactive Financial Decisions Beyond the College Years
- Reasonable Faith: The Psychology of Religion
- Before Carlisle: Illuminating the Native American Histories of Our Community
- Death Penalty
- From Facebook to Face Time: Living and Learning in Digital Times

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- Risk and Resilience
 - The Divided Mind: Reasoning and Intuition in Our Moral Political Lives
 - The Great Recession: An In-Depth Examination of the Recent Financial Crisis, Causes, and Aftermath
 - Science and Sci-Fi: Fictional Earth Is and Isn't as Strange as It Seems
 - Conceptions of God
 - The Secret Life of Language: Reasons We Speak the Way We Do
 - You Mean You Burned ALL the Oil? Energy in the Time of Trump
 - Music and Soundscapes in Everyday Life
 - Water: From Abundant Resource to Scarce Good
 - Daddy, What Did YOU Do in the Great War? How Societies Mobilized for Modern War
 - Ideas That Have Shaped the World
 - Gender and Food Culture
 - Who Owns the Past? Illicit Trade, Appropriation, and Repatriation of Antiquities
 - In the Society of Machines: Human-Technology Relationships in their Cultural Context
 - Where is the Electron? The Strange and Fascinating Theory of Quantum Mechanics
 - The Science of Competition
 - Precision Medicine: Promises and Pitfalls
 - Science Friction -- Dystopian Visions

Food Studies Curriculum

CERTIFICATION

FDST 201 and 401

Four electives from at least three departments. Up to two can be in the student's major(s)

(selected from a pre-approved list of electives or approved by the program coordinator; courses taken abroad or with partner-programs are eligible for consideration)

Experiential Component

(options include, but are not limited to: transcription notation internships; independent study or research with applied, field-based component, field-based or laboratory/research experience, participant-observation, field schools, or a hands-on work experience)

COURSES

Below is a list of pre-approved electives for the food studies certificate that are offered regularly. Many other topics courses or courses abroad may be counted as electives with approval of the certificate coordinator. First-year seminars will not count as food studies electives.

AFST 220: African American Foodways

AMST 200: Fat Studies

ANTH 229: Principles of Human Variation and Adaptation

ANTH 310: Nutritional Anthropology

ARCH/ANTH 110: Archaeology and World Prehistory

ARCH/ANTH 260: Environmental Archaeology

BIOL 325: Plant Physiology w/lab

BIOL/CHEM 343: Metabolism

BIOL 401: Chemical Energy

ENGL 101: Literature and Food

ENST 280/SOCI 230: Environmental and Social Justice

ENST 370: Environment and Society

ERSC 205: Introduction to Soil Science (with lab)

FLST 210: A Star at the Table: Stories of Wine and Food in Italian Film and Media

FREN 240: Food, France and Cultural Identity

HIST 211: Food and Environment in America

ITAL 201: Intermediate Italian

ITAL 321: The Cultures of Food in Italy in the Middle Ages and Renaissance

ITAL 323: Eat, Love, Die: Food in Italian and Italian-American Film

JDST 316: Jews and Food

RELG 250: Mother Earth: Religion and Sustainability

SOCI 224: Families and Gender in Cross-Cultural Perspective

SOCI 230: Environmental and Social Justice

SOCI 230: Sustainability, Social Justice and Human Rights

SPAN 231: Gastronomy and Health in the Hispanic World

SPAN 239: Spanish for the Health Professions (taught in Spanish)

WGST 206: Fat Studies

201 Introduction to Food Studies

This course introduces students to Food Studies, an interdisciplinary field that examines food through biological, cultural, ecological, economic, and other perspectives. We will treat questions of hunger, food production/procurement, inequality, ecology, food labor, health, including psychology, and the diversity of ethical, cultural, and spiritual meanings regarding food. The course will include opportunities for students to engage in active obser-

vation, experimentation, and hands-on learning through community partnerships and the College Farm. Students will encounter reading/viewing assignments from a wide range of disciplines. This course will also be open to students who do not intend to complete the Food Studies certificate but would simply like an interdisciplinary understanding of the workings of food.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, Sustainability Investigations

401 Capstone Seminar

This capstone seminar builds on the introductory Food Studies course (FDST 201). It requires students to reflect, synthesize, and apply knowledge gained through their academic coursework and experiential learning experiences. A substantive, reflective piece which could take many forms will be required. Students will work collaboratively to organize a symposium, performance, event, or other public presentation of their work. In order to register for FDST 401, students must have completed FDST 201 and at least 3 of the four electives, along with the experiential learning component. The latter may be taken simultaneously with FDST 401.

Prerequisite: FDST 201, at least three of the four electives, and the experiential component which can be taken simultaneously with FDST 401.

French and Francophone Studies Curriculum

MAJOR

A minimum of eleven courses beyond 201 (previously 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 percent 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 201, including 236.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First Year

FREN 201 (previously FREN 116), 230

or FREN 230,236

or FREN 236 followed by FREN 240, or 245, or 246

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

Sophomore Year

FREN 230, 236

or FREN 236 followed by FREN 240, or 245, or 246

Junior Year

Study in Toulouse, France, and/or Yaoundé, Cameroon

or two 300-level courses

Senior Year

Two 300-level courses including one Senior Seminar

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.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Students interested in Independent Study or Independent Research in French or Francophone Studies should consult with the faculty member with whom they hope to work. Independent Study may not duplicate a class already being offered in a particular semester.

Independent Research is usually reserved for the senior year and for students who have a GPA of 3.50 or higher in the French major. Research may be carried out over one or two semesters for one or more credits. An independent research project comprises a substantial paper written in French, and is characterized by an independent and in-depth study of an advanced topic including a literature search, reading of original sources and a novel formulation of results. There is an oral defense at its completion. The project is supervised by two members in the department. When independent research is interdisciplinary in nature, a third faculty member from outside the department is invited to participate.

HONORS

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 chair 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.

CO-CURRICULAR ACTIVITIES/PROGRAMS

The French department encourages participation in its co-curricular activities. The department sponsors a French language table where students and faculty meet once a week to share a meal and informal discussion in French. Each year the French department brings to campus French students from the University of Toulouse, who live in the Romance Language House and serve as resource persons to students interested in the language. The Club Français sponsors films, videos, field trips, lectures and special events.

COURSES

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 a variety of sites, participation in class activities, and tutorials. The exclusive use of French during the five and one-half week immersion is expected of all students. Designed as content-based and writing intensive, the course emphasizes the teaching of language through a unified subject matter. This approach allows students to benefit from maximum exposure to the French language while they build their content knowledge of the French-speaking world through the study of a specific topic. Students will develop a study-abroad portfolio.

Prerequisite: 201 or its equivalent. Offered only in summer at the Dickinson Study Center in Toulouse. This course meets the equivalent of FREN 230 (on-campus gateway to the major) and can count towards the major or minor in French.

Attributes: Writing in the Discipline

255 French Literature & 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.

Attributes: Humanities

256 French Literature & Society II

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.

Attributes: Humanities

260 Writing Workshop

Offers a reinforcement of French written skills through practice in lexical expansion, idiomatic expression, and syntactical patterns. Students are given the tools necessary (vocabulary, syntax, grammar) to free and enrich their writing styles, primarily through creative writing. Exposition to various literary forms taken from French art and culture (literature, painting, music, theater, cinema) is an additional component.

One credit. Mandatory course offered each semester at the Dickinson Study Center in Toulouse.

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, and 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.

French Courses

101 Elementary French

Complete first-year course. Intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Cultural readings in the context of language acquisition.

Attributes: Appropriate for First-Year

102 Elementary French

Complete first-year course. Intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Cultural readings in the context of language acquisition.

Prerequisite: 101 or the equivalent.

Attributes: Appropriate for First-Year

201 Intermediate French

Intensive second-year study of French, with attention to grammar review, conversation, reading in a cultural context and some writing.

Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

Attributes: Appropriate for First-Year

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.

Prerequisite: 201 or the equivalent.

Attributes: Appropriate for First-Year, Writing in the Discipline

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.

Attributes: Appropriate for First-Year, Writing in the Discipline

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.

Attributes: Appropriate for First-Year

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: 236.

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.

Attributes: AFST - Africa Course, Global Diversity, Humanities, INST Africa Course

352 Classical Theatre and Social Myths

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 Algerian War; Love or Marriage in 17th and 18th century literature; Relations Between the Sexes; Francophone Novelists of the African Diaspora.

Prerequisite: 245 or 246, or at least a semester of study in Toulouse or Yaoundé, 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.

Prerequisites: 245 or 246, or at least a semester of study in Toulouse or Yaoundé, or permission of the instructor. Priority given to senior majors in French.

364 Topics in French and Francophone Literatures

In-depth analysis and discussion of selected areas of French and Francophone literature not normally covered in other advanced offerings. Recent topics have included Literature of Immigration, Love Letters; Hate Mail, French Theater & Society.

Prerequisite: 245 or 246, or at least a semester of study in Toulouse or Yaoundé, or permission of the instructor. Priority given to senior majors in French.

Attributes: Humanities

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.

Prerequisite: Prerequisite: 245 or 246, or at least a semester of study in Toulouse or Yaoundé, or permission of the instructor. Priority given to senior majors in French.

German Curriculum

MAJOR

Ten Courses

202 or its equivalent

One 200-level course in German (above 202, or a 300-level course)

One 300-level course in German

340 (only for students who spend the year in Bremen)

400 (senior seminar)

In consultation with their major advisor, students are to develop a concentration consisting of at least three related courses. At least two of these courses must be taken in the German department at Dickinson and should be above the level of 210. The other course(s) can be taken from departments across the Dickinson and Bremen campuses.

Courses taught by departments other than the German department at Dickinson, including departments at the University of Bremen, may count toward a German major if they focus significantly on issues related to German Studies.

In total, students have to complete ten courses in the area of German Studies in order to earn a German major. Two elective courses may be taken in English. To be counted toward the major, students must take German 210 as a FLIC course.

NOTE: Students who spend an academic year or a semester in Bremen have to take an intensive summer language course and German 340.

MINOR

Six courses including:

German 201 and 202 or their equivalent

One 200-level German course

One 300-level German course, taken at Dickinson

No more than two courses may be taken in English. The course in English can be taken either within the German department or in another department, including departments on the Bremen campus. Courses taken from departments other than the German department at Dickinson must deal significantly with issues related to German Studies in order to be counted toward the minor. Students studying in Bremen in fall semester may count 340 as one of the electives toward the minor. A minimum of five of the six courses must be taken at Dickinson or Bremen.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The following two curricular flows are based on a student starting in either GRMN 101 or 202. If you begin German at Dickinson at a different level, please speak with a faculty member to determine the best sequence of courses for you.

Placement into GRMN 101 or no previous knowledge of German

First Year

GRMN 101

GRMN 102

Sophomore Year

GRMN 201

GRMN 202
GRMN 210 or a course in English

Junior Year

Study abroad in Bremen (a full year is strongly recommended)

Senior Year

GRMN 300-level
GRMN 400

Placement into GRMN 202**First Year**

GRMN 202
GRMN 200-level (210 with FLIC or 211 or above)

Sophomore Year

GRMN 200-level (211 or above)
GRMN 200- or 300-level

Junior Year

Study abroad in Bremen (a full year is strongly recommended)

Senior Year

GRMN 300-level
GRMN 400

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Independent study projects are an option open to self-motivated students who desire to study a topic not offered in a regular College course. Most projects are taken for either half or full course credit. Usually 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

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.

CO-CURRICULAR ACTIVITIES/PROGRAMS

Each year two **German language assistants** (OSAs) from the University of Bremen are actively involved with all aspects of the German program at Dickinson. In addition to the language assistants, at least one additional exchange student from Bremen is also on campus.

The **German Club** sponsors several events every year together with the German department.

A **German Language Table** is held each Tuesday from 5:30-7 pm in a HUB sideroom for students who wish to speak—or merely listen to—German while they eat.

German films are shown regularly throughout the academic year. They are most often screened on Tuesdays at 7 pm, after German Table.

German writers, scholars, filmmakers, and actors also visit the campus every year and are often possible due to the generous funding of the Max Kade Foundation.

COURSES

The following courses are offered in Bremen:

340 Comparative Cultures: USA-Germany

Offered in Bremen, Germany. Using the university and city of Bremen as laboratory, students will explore the experience of culture shock, the difference between American and German everyday life, structural differences in American and German public institutions, historical ties between the two countries, historic concepts and symbols, differing relationships to national culture, the effect of Germany's past on contemporary consciousness.

Prerequisite: Acceptance into the Dickinson in Bremen Program.

Attributes: Social Sciences (Division II)

German Courses

101 German in Everyday Life

This course is an introduction to the German language and culture of daily life. It focuses on the acquisition of language skills, such as speaking, reading, writing, and listening and does so while also learning about aspects of every-day cultures in German-speaking countries. Classes are small and emphasize communication. After successfully completing German 101 and 102, students are expected to have reached a basic level of intercultural and cross-cultural competence, that is, to be able to communicate with members of German-speaking cultures with an awareness of differences in language and culture.

Attributes: Appropriate for First-Year

102 German in Everyday Life

This course is an introduction to the German language and culture of daily life. It focuses on the acquisition of language skills, such as speaking, reading, writing, and listening and does so while also learning about aspects of every-day cultures in German-speaking countries. Classes are small and emphasize communication. After successfully completing German 101 and 102, students are expected to have reached a basic level of intercultural and cross-cultural competence, that is, to be able to communicate with members of German-speaking cultures with an awareness of differences in language and culture.

Classes meet five times a week. Prerequisite: 101 or the equivalent, or permission of the instructor.

Attributes: Appropriate for First-Year

103 Intensive German

An intensive two-credit course that allows students to complete the first two semesters of the language, part of the department's cultural proficiency requirement, in a single semester. Like German in Everyday Life, this course makes extensive use of multimedia, but does so in ways that enhance and vary linguistic input appropriate for a course that meets as often and as long as this one. Classes are small, and material is covered at a fast pace.

Ten classroom hours including two contact hours with native language assistants per week.

Attributes: Appropriate for First-Year

201 Intermediate German I: Contemporary German Cultures

What did the Brothers Grimm do besides collecting fairy tales? How do narratives inform national identity? Why do Germans return their empty bottles to the store? Students approach such questions, which touch on language, culture, economics, geography, history, and more, through a variety of media in this course. At the same time, students review grammatical structures, expand their knowledge of stylistic forms, and practice various registers of written and spoken German. German 201 aims to develop students' skills to understand and reflect upon German-language culture at a basic intermediate level.

Classes meet four days a week. Prerequisite: 102 or 103, or permission of the instructor. This course fulfills the language graduation requirement.

202 Intermediate German II: Mediated German Cultures

What was occupied Vienna like in post-WWII Central Europe? How does a film convey fear? Is German academic writing different from how I write papers at Dickinson? Posing these or similar questions, this course builds students' basic intermediate level of cultural and linguistic skill and explores the challenges of understanding and communicating with various media in colloquial, academic, and professional contexts. As it does so, students will acquire a better understanding of contemporary and historical issues, anxieties, and desires in the German-speaking world. There will be a special focus on writing in different modes, as this is a writing in the discipline (WiD) course.

Prerequisite: 201, or permission of the instructor.

Attributes: Writing in the Discipline

210 Exploring German Cultures

In this course, students learn about key periods and topics of German-speaking cultures in their historical contexts. The course exposes students to various cultural forms such as music, literature, art, and patterns of daily life. It provides students with a basic level of understanding of German cultures and allows them to reflect on German cultures in English.

Classes meet three days a week. Offered in English. This course counts toward the German minor. The course will count for the German major, if taken as FLIC. Prerequisite, if taken as FLIC: 202, or the equivalent.

Attributes: Appropriate for First-Year, ES Env St Specializations Crs

211 Introduction to German Intellectual History

This course will analyze key documents and scholarly texts, which exemplify important aspects of German thought on various topics such as politics, culture, history, aesthetics, and philosophy. For instance, students may read and analyze Kant's essay on the Enlightenment, Lessing's Laocoon, Schiller's Aesthetic Education, Goethe's work on color theory, Alexander Kluge's Essay-Films, or political essays by Thomas Mann, Alice Schwarzer, and Gunter Grass.

Prerequisite: 202, or permission of the instructor.

Attributes: Humanities (Division I A)

212 German in Performance

This course will focus on performance in German cultures. Students will analyze key traditional examples of repeatable and lasting performances such as plays and films as well as performances rooted in the avant-garde which concentrate on the moment and the uniqueness of the individual performance generated by the performer or performers as both the medium and the content of the performance. For instance, students may critically analyze Georg Buchner's drama "The Death of Danton", the performance actions of the artist Joseph Beuys, or the works of the director Christoph Schlingensiefel.

Prerequisite: 202, or permission of the instructor.

213 Modern German Film

This course will focus on German films in their cultural and historical context. Students will study selected films and develop a critical framework for viewing and analyzing them. When appropriate, Austrian and Swiss films will also be included. Topics may be early German Cinema, the New German Cinema, or post-unification films. Filmmakers may include Volker Schlöndorff, Alexander Kluge, Werner Herzog, Rainer Werner Fassbinder, or F.W. Murnau, and may cover films such as Run Lola Run, Goodbye, Lenin, Head On, and The Lives of Others.

Prerequisite: 202, if offered in German, or permission of the instructor.

214 Formations of German Identities: Class, Race, and Gender

This course will focus on the representations of class, race, ethnicity, and gender in and of German, Austrian, or Swiss society, including their colonial past (Germany), their empire experience (Germany and Austria), and their clashes with indigenous peoples (Germany). Examples of representation from the fields of art, literature, and film will be the focus of a study of how class, race, and gender have changed and challenged the perception of German identity over time. Students may analyze paintings by George Grosz, Paula Modersohn-Becker, and Kathe Kollwitz; read literary texts by Bertolt Brecht, Verena Stefan, and Feridun Zaimoglu; view films by Fritz Lang, Fatih Akin, and Margarethe von Trotta; or read autobiographies.

Prerequisite: 202, or permission of the instructor.

215 German Environments

Known for their contemporary environmentalism, German-speaking cultures have a long cultural history that speaks to complex understandings and relationships with nature. At times ideological, political, religious, spiritual, and critical, it is a turbulent history. This course will focus on the environment in German-speaking cultures while posing questions about how cultures' relationship to the environment is informed by and informs contemporary German-speaking cultures. Topics might include understanding the significant role of nature in Romanticism that continues to influence concepts today, the industrialization of Central Europe, 20th and 21st century environmentalism, or the ways in which media (i.e. literature, film, music) underscore or contradict certain assumptions about nature. This course may be taught in German or in English.

Prerequisite: GRMN 202 if offered in German, or permission of the instructor. No prerequisite, if offered in English.

Attributes: ES Env St Specializations Crs, Humanities (Division I B), Sustainability Investigations

250 Topics in German Studies

An examination of some topic related to German literature or culture. Topics may include studies of major German writers such as Goethe, Mann, and Wolf, German humor, sagas and legends.

Normally taught in English.

Prerequisite: 202, or permission of the instructor, if offered in German.

251 Topics in German Studies II

An examination of some topic related to German literature or culture. Topics may include studies of major German writers such as Goethe, Mann, and Wolf, German humor, genres of literature or specific cultural topics such as German-Jewish literature and culture.

Prerequisite: 202. Taught in German.

Attributes: Humanities

300 Examining Major Cultural Movements

This course will provide students with the opportunity to analyze a major cultural period or artistic movement in German-speaking culture. Students will consider a variety of sources, from cultural products and texts of literature and philosophy to historical documents and sociological studies. The characteristics of the period and its historical dates will be examined critically and considered in association with their international or European counterparts. Possible periods or movements include: Medieval German, Early Modern German, German Enlightenment, Goethezeit, Romanticism, Realism, the long nineteenth century, Expressionism, or Poplit of the 1990s.

Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.

Attributes: Humanities (Division I B)

301 German Cultures in Transition

Social, political, economic, and cultural upheavals constitute some of the most intriguing periods of German history. This course is dedicated to these periods of transition, its texts and contexts. Students will learn about and learn to critically analyze historical periods of instability and moments of transitions such as the restoration period following the Congress of Vienna, the imperial and colonial aspirations after Germany's unification in the 19th century, Fin-de-Siecle Vienna, the ascent of the Nazi state, and German reunification.

Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.

Attributes: Humanities (Division I B)

302 German Culture in the Diaspora and Exile

Culture does not have boundaries. In the history of German culture, there are many groups who have established themselves outside of the traditional national boundaries of Germany, Austria, and Switzerland. These groups include those who left their old countries for a better way of life as well as those forced to flee during times of economic hardship, governmental repression, and deadly political and racist persecution. How do these diasporic cultures continue to influence German culture? Is it valid to claim these cultures of exile and the diaspora as German? Questions such as these will be studied in the contexts of Jewish Germans and Austrians in exile, political exiles of the 19th and 20th centuries, and diaspora communities such as the one in "Siebenburgen" and the "Banat" regions in today's Romania.

Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.

303 The Two Germanies: Cultures of East and West Germany

For 40 years, Germany consisted of two states--the German Democratic Republic (GDR) and the Federal Republic

lic of Germany (BRD). The contexts and conditions within which these two countries developed and their distinct cultural forms are the focus of this course. Literary and artistic production, political structures as well as differences in daily life will be examined within the context of learning more about the two Germanies.

Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.

304 Minority Cultures in the German Context

While there have always been minorities inside Germany and Austria, such as small communities of French, Russians, Sorbs, and Poles, as of the 1950's, people from various European and other countries came to work and live in Germany in large numbers. For instance, the largest group came from Turkey. This course will explore the political activities and cultural expressions of these groups in relation to traditional German cultures. Students may analyze literary texts, films, music, and youth cultures of these groups making a home in Germany while changing their environment and being changed by it.

Prerequisite: a 200-level German course at 210 or above, or permission of the instructor.

Attributes: Humanities (Division I B)

350 Topics in German Studies

An examination of topics related to German literature or culture. Topics may include major German writers, periods of German culture, and intellectual and social movements.

Prerequisite: Study in Bremen or permission of instructor.

370 German Film

This course will focus on German films in their broader cultural and historical context. Students will study selected films and develop a method for viewing and analyzing them. Topics may be the "New German Cinema" from Schlöndorff and Kluge to Herzog, Fassbinder and Wenders, the films of feminist film makers, such as Sander, von Trotta, Ottinger, and Sanders-Brahms, or Literature and Film.

Prerequisite: Permission of the instructor.

400 Senior Seminar

Advanced investigation of a particular writer, work, problem, or theme in German literature and/or culture, with emphasis on independent research and seminar reports.

Prerequisite: German major or permission of the instructor

Greek Curriculum

See [Modern Greek](#)

See [Classical Studies](#)

Health Studies Curriculum

CERTIFICATION

Students should declare their intent to pursue the Health Studies Certificate by emailing the [Chair of the Health Studies Program](#). Students should declare as soon as possible. Students who successfully complete all of the requirements will be issued a Certificate in Health Studies which will be awarded upon graduation from the College and will be recorded on their transcript.

The certificate in Health Studies requires:

1. Successful completion of HEST 201: Introduction to Health Studies. This course is normally offered every spring semester.
2. Successful completion of four other Health Studies designated courses taken in at least two academic departments. Electives can also be taken abroad (see [Study Abroad](#) for preapproved HEST electives.)
3. Successful completion of a [HEST Field Experience](#). The Field Experience must be related to the HEST program goals and must be registered via the [internship notation](#) program, the [research experience notation](#) program, a study abroad program, or as an independent study/independent research course. Students must submit a Post-Experience HEST Questionnaire to the HEST chair within 4 weeks of the completion of the Field Experience.
4. Successful completion of a health studies senior seminar (HEST 400: Health Studies Senior Seminar). The prerequisites for this course are HEST 201 and at least two HEST electives. This course is normally offered every fall semester.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Students must complete a health-related field experience.

COURSES

Health Studies Designated Courses

The following Dickinson courses have been pre-approved as HEST electives. See [Study Abroad](#) for pre-approved HEST electives at several study abroad locations. Students must take four HEST electives in at least two academic departments.

AMST 200: Health and Illness & Disabilities
ANTH 216: Medical Anthropology
ANTH 225: Human Osteology
ANTH 245/WGSS 202: Health and Healing in Africa
ANTH 245/EASN 206: Babies and Boomers: Asian Societies in Transition
ANTH 310: Nutritional Anthropology
BIOL 132: Introduction to Molecules, Genes and Cells Topics
BIOL 326: Microbiology
BIOL 333: Physiology
BIOL 335: Microanatomy
BIOL 380: Immunology
BIOL 427: Virology
CHEM 490: Medicinal Chemistry
ECON 314: Health Economics
ECON 496: Political Economy of Health
HIST 215: Medicine and The Body in East Asia

HIST 404: Social History of Medicine
 INBM 300: Applied Empirical Data Analysis
 INBM 300: Comparative Health Systems: A Global Perspective
 INST 290: Global Health
 INST 290/ECON 214: Population Issues in Developing Countries
 LAWP 400: Biomedical Technology, Policy and Law
 MUPS 111: Vocal Technique Class
 NRSC 400: Neuroscience Seminar (offered every spring semester)
 PHIL 220: Biomedical Ethics
 POSC 290/PMGT 290: Managing Death
 PSYC 120: Introduction to Health Psychology
 PSYC 125: Brain and Behavior
 PSYC 165: Psychopathology
 PSYC 175: Introduction to Community Psychology
 PSYC 365: Research Methods in Clinical Psychology
 PSYC 375: Research Methods in Community Psychology
 PSYC 401: Seminar on Behavior Modification
 PSYC 420: Seminar in Health Psychology
 PSYC 465: Biopsychosocial Perspectives on Disordered Eating
 PSYC 475: Advanced Seminar in Community Psychology
 RELG 227: Spiritual Dimensions of Healing
 RELG 260: Comparative Biomedical Ethics
 SOCI 333: The Sociology of Health and Illness
 SPAN 239: Spanish for the Health Professions
 WGSS 202: Reproductive Justice
 WGSS 206/AMST 200: Fat Studies
 Health Studies Courses

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, and Sociology and Women's and Gender Studies. Normally offered spring semester.

Attributes: ES Discip Specializations Crs

250 Special Topics in Health Studies

Selected topics in HEST will vary with each offering, reflecting the interests of faculty and students as well as evolving concerns of the field.

Prerequisite dependent upon topic, or permission of the instructor.

400 Senior Seminar in Health Studies

The Senior Seminar in Health Studies is an interdisciplinary, topics driven course, with specific foci dependent upon the specialization(s) of the instructor. Students will survey the relevant literatures of at least two disciplines; identify specific problems or topics; complete a research project based on secondary and/or primary sources; and offer a final presentation of interdisciplinary work (in the forms of academic papers, oral presentations, or some other

creative project (including film, narrative, performance, etc.).

Prerequisite: 201 and at least two other courses in Health Studies (as accepted by Health Studies Coordinator), or permission of instructor. Normally offered fall semester.

Attributes: Service Learning.

Hebrew Curriculum

See [Judaic Studies](#)

History Curriculum

MAJOR

Ten courses at Dickinson (including approved courses while abroad and from transfer students)

I. Three courses in the Methods Core:

204

Any 300-level history course

404

II. Four courses in the Concentration:

The field of concentration usually covers a continental region but students may also define their own thematic concentrations that carry across regions. More information about thematic concentrations is available on the [Thematic Concentrations](#) page.

III. Three Courses in Different Fields Outside of the Concentration

This usually means courses in three different regions of the world outside the continent of concentration.

Including chronological breadth:

Within the ten required courses, at least one course must be pre-1800 in orientation and at least one course must be post-1800.

MINOR

204 and at least five additional history courses.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The History major is a particularly flexible major. Students should take the methods sequence in order (204, a 300-level course and 404), but all other courses can be done in any order. Many history majors do a study-abroad program either for one semester or two – something the department supports. Most study-abroad programs offer history courses making this easier.

The guidelines are written for the entering student who thinks he or she might major in history. Rather than specify the courses that a student “must” have in a given semester, the following are general guidelines regarding types of courses that we suggest taking each year.

First Year

One or two 100-level history courses or upper-level courses with good foundations from successful AP or IB coursework

Sophomore Year

204, and one or two additional history courses

Junior Year

A 300-level and two or three other history courses

Senior Year

404 and remaining upper level history courses

NOTE: Students should plan their major in consultation with their advisors.

HONORS

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. Detailed guidelines are available on the [honors](#) page. 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

This survey course will study the development of European civilization during the period ca.300 to 1300. It will consider the impact of such events as the decline of the Roman Empire, the Germanic invasions, the development of Christianity and the Church, the emergence of feudalism, the expansion of Islam and the Crusades, and the creation of romantic literature.

Attributes: Appropriate for First-Year, INST European Course, MEMS Elective, Social Sciences (Division II)

106 Early Modern Europe to 1799

Society, culture, and politics from the Renaissance through the French Revolution.

Attributes: Appropriate for First-Year, INST European Course, MEMS Elective, Social Sciences (Division II)

107 Modern Europe, 1789-2000

We know that we live in a modern society, but 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, fascism, secularization, urbanization, warfare, gender roles, the arts, and more. These topics allow us to understand many present-day problems in Europe—and much of the rest of the world—including ethnic and national tensions, economic and gender inequality, refugee crises, global economic and political competition, minority rights, environmental degradation and many other topics.

Attributes: Appropriate for First-Year, INST European Course, Social Sciences

117 American History 1607 to 1877

This course covers colonial, revolutionary, and national America through Reconstruction. Include attention to historical interpretation. Multiple sections offered.

Attributes: AMST Struct & Instit Elective, AMST US History Elective, Appropriate for First-Year, Social Sciences (Division II)

118 American History 1877 to Present

This course covers aspects of political evolution, foreign policy development, industrialization, urbanization, and the expanding roles of 20th century central government. Includes attention to historical interpretation. Multiple sections offered.

Attributes: AMST Struct & Instit Elective, AMST US History Elective, Appropriate for First-Year, Social Sciences (Division II)

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.

Attributes: Appropriate for First-Year, INST Asia Course, Social Sciences (Division II)

120 History of East Asia from Ancient Times to the Present

This course explores the diverse and interrelated histories of the region currently composed of China, Korea, and Japan, over the past two thousand years. We begin by studying the technologies and systems of thought that came to be shared across East Asia, including written languages, philosophies of rule, and religions. Next, we examine periods of major upheaval and change, such as the rise of warrior governments, the Mongol conquests, and engagement with the West. The course concludes by tracing the rise and fall of the Japanese empire and the development of the modern nation states that we see today.

Attributes: Appropriate for First-Year, EASN Elective Set 3, INST Asia Course, Social Sciences (Division II)

121 Middle East to 1750

The rise of Islam, the development of Islamic civilization in medieval times and its decline relative to Europe in the early modern era, 1500-1750.

This course is cross-listed as MEST 121.

Attributes: Appropriate for First-Year, Comparative Civilizations, INST Middle East/N Africa Crse, MEMS Elective, Social Sciences (Division II)

122 Middle East since 1750

Bureaucratic-military reforms of the 19th century in Egypt and the Ottoman Empire, European imperialism, regional nationalisms, contemporary autocratic regimes, and the politicization of religion.

This course is cross-listed as MEST 122.

Attributes: Appropriate for First-Year, Comparative Civilizations, INST Middle East/N Africa Crse, Social Sciences (Division II)

130 Early Latin American History to 1800

Survey of pre-Columbian and colonial Latin American history. Students explore the major ancient civilizations of the Americas, the background and characteristics of European conquest and colonization, the formation of diverse colonial societies, and the breakdown of the colonial system that led to independence. The course includes both the Spanish and Portuguese colonies in the Americas from a comparative perspective.

This course is cross-listed as LALC 230.

Attributes: Appropriate for First-Year, Comparative Civilizations, INST Latin America Course, Lat Am, Latino, Carib St Elect, MEMS Elective, Portuguese & Brazilian Studies, Social Sciences (Division II)

131 Modern Latin American History since 1800

Introduction to Latin American history since independence and the consolidation of national states to the recent past. Students explore social, economic, and political developments from a regional perspective as well as specific national examples.

This course is cross-listed as LALC 231.

Attributes: INST Latin America Course, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Social Sciences (Division II)

150 History of Science

A global survey introduction to the history of science, technology, and medicine from ancient times to the present. The course emphasizes how scientific knowledge is created and used in the context of cultural, economic, social, and environmental change. Follows a comparative cultural approach, showing how knowledge of nature has developed in diverse places, including many parts of the non-Western world such as China, India, Mesoamerica, and the Middle East. Surveys major changes in ideas, institutions, and social context from the emergence of Western science in early modern Europe to the present.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Social Sciences (Division II)

151 History of Environment

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

Attributes: ES Discip Specializations Crs, ES Env St Specializations Crs, Environmental Studies Elective, SINE Elective, Social Sciences (Division II)

170 African Civilizations to 1850

This course provides an overview to the political, social, and ecological history of Africa. We will examine the peopling of the continent, the origins of agriculture, the growth of towns and the development of metal technology. Written sources before the 1400s are almost nonexistent for most of Africa, and so we will use archaeological and linguistic sources. The geographic focus of the course will be the Middle Nile, Aksum in Ethiopia, the Sudanic states in West Africa, Kongo in Central Africa, the Swahili states of the East African coast, and Zimbabwe and KwaZulu in Southern Africa. We will also examine the Atlantic Slave Trade and the colonization of the Cape of Good Hope.

This course is cross-listed as AFST 170.

Attributes: AFST - Africa Course, Appropriate for First-Year, Global Diversity, Social Sciences, Sustainability Connections

171 African History since 1800

In this course we will study the political, social, economic and ecological forces that have shaped African societies since 1800. We will examine in depth the Asante kingdom in West Africa, the Kongo kingdom in Central Africa, and the Zulu kingdom in Southern Africa. European's colonization of Africa and Africans' responses will be a major focus of the course.

This course is cross-listed as AFST 171.

Attributes: AFST - Africa Course, Global Diversity, Social Sciences

204 Introduction to Historical Methodology

Local archives and libraries serve as laboratories for this project-oriented seminar that introduces beginning majors to the nature of history as a discipline, historical research techniques, varied forms of historical evidence and the ways in which historians interpret them, and the conventions of historical writing.

Prerequisite: one previous course in history.

206 American Environmental History

Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North America environment from the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement.

This course is cross-listed as ENST 206.

Attributes: AMST Struct & Instit Elective, AMST US History Elective, Appropriate for First-Year, ES Society & Environment Crs, SINE Elective, Social Sciences (Division II)

211 Topics in American History

Selected areas and problems in American history. Suitable for beginning history students, majors, and non-majors.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

213 Topics in European History

Selected areas and problems in European history. Suitable for beginning history students, majors, and non-majors.

Attributes: MEMS Elective, Social Sciences (Division II)

215 Topics in Comparative History

Selected areas and problems in comparative history. Suitable for beginning history students, majors, and non-majors.

Attributes: Social Sciences (Division II)

222 Feudal Europe

A study of the emergence of feudalism and an evaluation of its role in the development of western Europe.

Offered every other year. This course is cross-listed as a MEMS 200 topics course.

Attributes: Appropriate for First-Year, INST European Course, MEMS Elective, Social Sciences (Division II)

223 Renaissance Europe

A study of prevailing conditions (social, economic, political, and cultural) in western Europe with particular attention given to the achievements and failures of the Renaissance.

Offered every other year.

Attributes: Appropriate for First-Year, INST European Course, Italian Studies History, MEMS Elective, Social Sciences (Division II)

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.

Attributes: INST Italy Course, MEMS Elective, Social Sciences (Division II)

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.

Attributes: Appropriate for First-Year, INST Germany Course, Social Sciences (Division II)

231 Modern France

French society, culture, and politics from the French Revolution to the present. Themes include revolutionary tradition, the development of modern life in Paris, the French empire, and the impact of World War I and II.

Offered every other year.

Attributes: Appropriate for First-Year, INST France Course, Social Sciences (Division II)

232 Modern Italy

A survey of social, cultural, and political developments from the beginnings of the Risorgimento in the 18th century to the post-war period, including the effects of the Napoleonic period, the unification of Italy, World War I, Fascism, World War II, and the Cold War.

Offered every other year.

Attributes: Appropriate for First-Year, INST Italy Course, Italian Studies History, Social Sciences (Division II)

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.

Attributes: Appropriate for First-Year, INST European Course, Social Sciences (Division II)

243 English/British History: 55 B.C. to 1688

This course covers the emergence of a unified English society, and its political expression, to 1688 with particular attention to social, economic, and institutional developments.

Attributes: Appropriate for First-Year, MEMS Elective, Social Sciences (Division II)

244 Modern Britain since 1688

This course covers 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.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

247 Early American History

An examination of North American history from the earliest contacts between European and American peoples to the eve of the American Revolution. Particular attention is devoted to the interplay of Indian, French, Spanish, and English cultures, to the rise of the British to a position of dominance by 1763, and to the internal social and political development of the Anglo-American colonies.

Attributes: AMST US History Elective, Appropriate for First-Year, MEMS Elective, Social Sciences (Division II)

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 bourgeois public sphere, colonial contestation over sovereignty with Great Britain, the role of the military and violence in the new nation, republicanism, and the immediate ramifications of independence on a wide variety of groups within North America, such as women, American Indians, and free and slave African Americans.

Attributes: Social Sciences (Division II), US Diversity

253 Autocracy, Uprisings, and Daily Life in Medieval and Imperial Russia

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.

Attributes: Appropriate for First-Year, INST Russia Course, MEMS Elective, Social Sciences (Division II)

254 Revolution, War, and Daily Life in Modern Russia

This course explores Russia's attempts to forge modernity since the late 19th century. Students will explore the rise of socialism and communism, centralization of nearly all aspects of life (arts, politics, economics, and even sexual relations), and opposition to the terror regime's attempts to remake life and the post-Soviet state's attempts to overcome Russia's past.

Attributes: Appropriate for First-Year, INST Russia Course, Social Sciences (Division II)

257 European Intellectual History

Main currents of Western thought from the 17th century to the present with emphasis upon the interaction of ideas and social development.

Offered every other year.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, INST European Course, Social Sciences (Division II)

259 Islam

An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics.

The course will consider aspects of Islamic cultures and societies in medieval and modern times.

This course is cross-listed as MEST 259 and RELG 259.

Attributes: Comparative Civilizations, Humanities (Division I A), INST Middle East/N Africa Crse, Social Sciences (Division II)

272 The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850

During several centuries of European colonization in the New World, a thriving slave trade forced the emigration of millions of Africans across the Atlantic—an immigration far larger than the simultaneous immigration of Europeans to the same regions. We will address not only the workings of the slave trade on both sides (and in the middle) of the Atlantic, but also the cultural communities of West and West-Central Africa and encounters and exchanges in the new slave societies of North and South America. Through examination of work processes, social orders, cultural strategies and influences, and ideas about race and geography, across time and in several regions, we will explore the crucial roles of Africans in the making of the Atlantic world.

This course is cross-listed as LALC 272. Offered every two years.

Attributes: AFST - Africa Course, AFST - Diaspora Course, AMST Struct & Instit Elective, Global Diversity, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Social Sciences

273 African Americans Since Slavery

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

Offered every two years.

Attributes: Social Sciences (Division II), US Diversity

274 The Rise and Fall of Apartheid

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

Attributes: Comparative Civilizations, Social Sciences (Division II)

275 The Rise of Modern China

The history of China from the fall of the Qing dynasty in 1912 to the rise of China as a global economic and political power in the twenty-first century. Topics include issues of cultural change and continuity, the growth of modern business, women’s rights, urban and rural social crises, the rise of modern nationalism, Communist revolution, the political role of Mao Zedong, post-Mao economic reform and social transformation, human rights, and

prospects for Chinese democracy.

Offered every two years.

Attributes: Comparative Civilizations, Social Sciences (Division II)

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.

Attributes: Social Sciences (Division II), US Diversity

277 European Empires

This course will investigate the building, celebration and dissolution of the European empires moving from the 15th century into the 20th century. Definitions of imperialism as it developed over time will be discussed. The readings look at the effects of empire in Europe as well as some of the effects in the colonies, including works by Christopher Columbus, William Shakespeare, George Orwell, and Chinua Achebe.

Offered every two years.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

278 European Women’s History

This course will explore the lives of European women in the modern period (1789 to the post WWII period). It looks at both rural and urban women, issues of class, family and motherhood as well as demands for social and political rights for women. The readings include primary sources such as housekeeping guides, novels and war propaganda as well as secondary sources such as biographies and anthropological studies.

Offered every two years.

Attributes: Appropriate for First-Year, Social Sciences (Division II), WGSS Hist/Theories/Represent, WGSS Intersect/Inst/Power, WGSS Sexualities/Gendered Plur

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. This course is cross-listed as FLST 201.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

280 Medieval and Renaissance Women

Women have always constituted approximately half of the human population, and yet at virtually all times and places they have been subordinate to men; and until fairly recently their history has been ignored. Beginning with the Ancient World and continuing up to the sixteenth century, this course will investigate the status and ideas about women in various cultures. Relying on primary documents, we will consider the influences that affected the position of women, and when the sources permit, how women regard their situation.

Offered every two years.

Attributes: Social Sciences (Division II)

281 Recent U.S. History

Examination of the social, political, and economic development of the U.S. since the New Deal.

Attributes: ES Discip Specializations Crs, Social Sciences (Division II)

282 Diplomatic History of the United States

Description and analysis of the nation's role in world affairs, from the earliest definitions of a national interest in the 18th century, through continental expansion, acquisition of empire, and world power, to the Cold War.

This course is cross-listed as INST 282.

Attributes: AMST US History Elective, Appropriate for First-Year, INST Diplomatic History Course, Social Sciences (Division II)

283 Latin American-U.S. Relations

A study of political, economic, and cultural relations between Latin America and the United States from the early 19th century to the present. The evolution of inter-American relations is analyzed in light of the interplay of Latin American, U.S., and extra-hemispheric interests.

This course is cross-listed as LALC 283.

Attributes: Lat Am, Latino, Carib St Elect, Social Sciences (Division II)

286 New Nation

Reading and research in the political, economic, and social developments of the U.S. during the first generations of official nationhood, from the writing and ratification of the Constitution to the end of the Mexican War.

Attributes: AMST Struct & Instit Elective, AMST US History Elective, Appropriate for First-Year, Social Sciences (Division II)

288 Civil War - Reconstruction

A study of the political, economic, social, and intellectual aspects of 19th century America from 1848 to 1877. Attention is given to the causes and course of the Civil War and evaluates the results of Reconstruction.

Attributes: AMST Struct & Instit Elective, AMST US History Elective, Appropriate for First-Year, Social Sciences (Division II)

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.

Attributes: Social Sciences (Division II)

311 Studies in American History

Selected areas and problems in American history. Designed for majors and for non-majors who have taken courses in related fields.

Attributes: Social Sciences (Division II)

313 Studies in European History

Selected areas and problems in European history. Designed for majors and for non-majors who have taken courses in related fields.

Attributes: Social Sciences (Division II)

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.

Offered in Bologna only.

Attributes: Social Sciences (Division II)

315 Studies in Comparative History

Selected trends and problems studied comparatively in various periods and geographical areas. Designed for majors and for non-majors who have taken courses in related fields.

Attributes: Social Sciences (Division II)

333 The First World War

A study of the causes, progress, and consequences of the first global conflict of modern times. Particular attention is paid to the political and social impact of total warfare on the participating nations.

Offered every other year.

Attributes: Appropriate for First-Year, INST European Course, Social Sciences (Division II)

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 way 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.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, NRSC Non-Div 3 Elective, Social Sciences (Division II)

358 19th-20th Century European Diplomacy

European diplomatic history from the Congress of Vienna through World War II.

This course is cross-listed as INST 358. Offered occasionally.

Attributes: INST Diplomatic History Course, Social Sciences (Division II)

370 Cold War in Africa 1945-1990

Even as the nuclear deterrent kept Europe and North America largely free of warfare after 1945, Cold War rivals fought proxy wars across Africa. This course examines the Cold War calculations of the superpowers and others in the region and assesses the overlapping objectives and interests of African nationalists, white settlers, and decolonizing empires. After an examination of Cold War history and an assessment of Africa's historical development, we will focus on case studies: Guinea, The Congo, Angola, Rhodesia/Zimbabwe, and South Africa. The course ends with an analysis of U.S., Soviet, Cuban, and African interpretations of how the Cold War impacted Africa(ns).

Attributes: Global Diversity, Writing in the Discipline

371 The Arab-Israeli Conflict

A study of conflict through four phases: the early stages of the Zionist movement and its impact in Ottoman Palestine to 1917; Zionist immigration and settlement and Arab reaction during the Mandate period; the creation of Israel and its wars with the Arab states to 1973; and the rise of a Palestinian Arab nationalist movement and the challenges it poses to Arab states and Israel.

This course is cross-listed as MEST 231.

Attributes: INST Middle East/N Africa Crse, Social Sciences (Division II)

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.

Attributes: AFST - Africa Course, Comparative Civilizations, ES Env St Specializations Crs, Social Sciences (Division II)

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 lan-

guages of Africa.

Offered every two years.

Attributes: Comparative Civilizations, Social Sciences (Division II)

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 explore the relationship of these dictators to the states that sustained them.

Offered occasionally.

Attributes: Italian Studies History, Social Sciences (Division II)

376 The Holocaust

The course explores the causes of the Shoah/Holocaust, including anti-Semitism, the eugenics movement, the growth of the modern state, and the effects of war. Themes will also explore perpetrator motivation, gendered responses, bystanders and rescuers, and the place of the Holocaust among other genocides. Students will approach the Holocaust through its historiography, which will equip them to interpret facts and understand how and why scholars have shifted interpretations over time.

This course is cross-listed as JDST 316. Offered occasionally.

Attributes: Social Sciences

377 Consumerism, Nationalism and Gender

This reading seminar examines the development of consumerism and nationalism in Europe and America beginning in the late 18th century and continuing on into the post-WWII era - from American Revolutionary boycotts to French fast food establishments. We will look for overlaps or polarities between the movements and the way gender interacted with both of them. Students may be surprised at the gendered aspects of both movements. We will consider, for example, the historical development of the image of women loving to shop, and we will study propaganda from the two world wars with men in uniform and women on the “home front.” Our readings will include both promoters and critics of each movement.

Offered every two or three years.

Attributes: ES Discip Specializations Crs, Social Sciences (Division II), WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power, WGSS Sexualities/Gendered Plur

378 Society and the Sexes

This is a reading seminar that investigates three separate but interrelated threads - the history of sexuality, the history of the body and the construction of gender - in both pre-industrial and modern Europe. The course explores how definitions of male/female and feminine/masculine have changed over time and how they shaped the life experiences of men and women. Readings will include medical opinions, legal texts, diaries, novels, and political debates.

Offered every two or three years.

Attributes: Social Sciences (Division II), WGSS Hist/Theories/Represent, WGSS Intersect/Instit/Power, WGSS Sexualities/Gendered Plur

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).

Attributes: Appropriate for First-Year, Social Sciences (Division II)

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.

Attributes: AMST Struct & Instit Elective, ARCH Area B Elective, ES Discip Specializations Crs, Social Sciences (Division II)

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.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

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.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

404 Senior Research Seminar

An examination of the historiography of a major topic, culminating in a substantial research paper based in significant part on the interpretation of primary sources.

Prerequisite: 204 and 304 (or its equivalent), or permission of instructor.

Attributes: Social Sciences (Division II)

Humanities Curriculum

GENERAL INFORMATION

In all courses given the humanities designation, students study the aesthetics of specific human works in various media and inquire into the meanings of human existence embodied or suggested there. The courses explore the varied historical and cultural contexts of such works to support the primary focus upon the integrity and artistic character of the works themselves. The instruction is interdisciplinary.

COURSES

120 Masterworks of Western World

A study of a small number of works from the several arts, these may be from architecture, the graphic arts, literature and music. The intent is 1) to focus on the works themselves, their dialectics of form and content, and 2) to inquire into their historical cultural contexts, and 3) to explore the conditions and character of each achievement, both in its own setting and in its potential for more universal aesthetic power. Works will be chosen from the Western Tradition, from fifth century Athens, through Medieval, Renaissance and Modern Europe, to modern America.

Open to first and second year students. This course fulfills the Humanities (Division I A), Humanities (Division I B), or Arts (Division I C) distribution requirement, depending upon topic.

Attributes: Appropriate for First-Year, Humanities (Division I A)

220 Masterpieces of the Western World

This course will have the same syllabus as Humanities 120. Identical materials are covered and lectures given jointly. However, the course will have its own discussion groups, and a more advanced level of interpretive skills will be assumed both for group discussions and for evaluation.

Open to juniors and seniors.

Attributes: Humanities (Division I A)

Note: Students may take either course for credit but not both. Either course fulfills DIV 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.

209 Studies in the Humanities I

Required of all students in the Dickinson Humanities Program. This is an intensive immersion program taking place in the city of London as the first component of the Dickinson Humanities Program sequence. The course combines class sessions and site visits to explore London and its environs as a vehicle for understanding key questions about art, identity, and human agency, in the context of history, culture, geography, and governance.

This course will fulfill neither a distribution nor a major requirement. Prerequisite: acceptance into the Dickinson Humanities Program in England. Offered prior to fall semester and only in the Dickinson Humanities Program in England.

210 Studies in the Humanities II

Required of all students in the Dickinson Humanities Program. Building on HUMN 209, this class provides a broad humanities-centered view of contemporary British life and culture, perhaps including such issues as the arts, identity, education, religion, government, diversity, and media, with an emphasis on Norwich and East Anglia.

This course will fulfill neither a distribution nor a major requirement. Prerequisite: 209. Offered fall only in the Dickinson Humanities Program in England.

Attributes: ES Env St Specializations Crs

311 Independent Research in the United Kingdom

This is an independent capstone research project designed for all-year students participating in the Dickinson Humanities Program (DHP) in England. Projects are designed by students to include both academic and experiential components; their design and proposed final product must be approved by the DHP resident director. Students are expected to seek out appropriate assistance from relevant UEA and Dickinson faculty. Students will have the option of applying to receive credit towards their major if this is approved prior to the beginning of the project, subject to the rules and procedures of the relevant department at Dickinson.

This course fulfills a major requirement only where permission is granted by the appropriate department at Dickinson, as above. Prerequisite: HUMN 209 and 210. Offered spring 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 Curriculum

COURSES

100 State and Society in the U.S.

This course introduces students to the basic elements of state and society in the United States, from basic tenets of governance to broader elements of historical and contemporary identity and culture in American life. Its underlying theme is the historical struggle between “pluribus” and “unum,” as reflected in the U.S. motto “E pluribus unum” (out of the many, one): how well has the United States sustained itself as a singular noun? How have the demands of diversity - a welcome but always-contested expansion of the “we” in “we, the people” - been reflected in government, the arts, popular culture, the media, or for that matter daily neighborhood life? These topics will be addressed in both classroom sessions and “study tours” that may include travel to Harrisburg, Gettysburg, Philadelphia, and Washington, DC. Along the way, the course also seeks to model key pedagogies common in the liberal arts classroom, emphasizing discussion, collaboration, close reading, and, in conjunction with WRPG 101, U.S. Research Writing for International Students.

Offered in Summer only during the International Student Summer Institute. Open to international students immediately prior to their enrollment at Dickinson as first-year matriculants. One-half course. Co-requisite: WRPG 101.

150 Introduction to Intercultural Communication

This course examines the basic elements of interpersonal communication and culture as the two relate to one another. Emphasis is given to the influence of culture on the interpretation of the communication act and to the communication skills that enhance cross-cultural communication.

Offered in Summer School only.

250 Selected Topics in Interdisciplinary Studies

A topics course that examines an issue by incorporating approaches and perspectives from two or more of the fundamental branches of the academic curriculum: the arts, humanities, social sciences and natural sciences.

Prerequisite dependent upon topic.

390 Intercultural Seminar

This seminar is offered at selected Dickinson Centers abroad to encourage students to reflect broadly on their site-specific experiences. The experiential and the theoretical dimensions of out-of-class experiences such as internships and service learning reinforce and enrich one another, providing students with a window onto the workings of their host society. Through readings, class discussions, writing assignments, and presentations, this seminar provides a rigorous academic context for evaluating and understanding the experiential components of the course. Offered only at selected Dickinson Centers abroad programs. Contact the Center for Global Study and Engagement for the list of programs offering this course.

International Business and Management Curriculum

MAJOR

Fifteen courses and a 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)

Three courses beyond the intermediate level in one foreign language. American Sign Language cannot be used to fulfill the foreign language requirement for the International Business & Management curriculum.

International students who have fulfilled the language requirement in their native language and who do not pursue a second language as part of their program at Dickinson must take 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 CURRICULAR FLOW THROUGH THE MAJOR

First Year

Progress in completing ECON 111, 112

INBM 100, 110

foreign language courses

Sophomore 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

Junior Year

Majors are encouraged, but not required to study abroad for a semester or full year.
Students may continue taking foreign language courses
courses in the core (when appropriate)
electives at the 300-level

Senior Year

300 (two courses)
INBM 400

INBM Recommended Course Progression [chart](#).

Of course students not following these guidelines may still be able to complete the major but may not be able to spend a full year abroad and may be limited in pursuing other academic designations (minor, major, certificate).

For more information on the suggested guidelines, please feel free to contact an INBM faculty member for clarification.

HONORS

Candidates for honors in the INBM major must obtain at least a 3.6 overall GPA, be in the top 10% of the senior class majors by major GPA and earn an A or A- in INBM 400. After meeting these criteria, candidates will be invited to produce an individual analysis of a business case study that will be presented formally to the INBM faculty. The faculty will award honors to those presentations judged to have honors quality.

COURSES***100 Fundamentals of Business***

This course features an introductory focus on a wide range of business subjects including the following: business in a global environment; forms of business ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making; ethics; marketing; accounting; management information systems; human resources; finance; business law; taxation; uses of the internet in business; and how all of the above are integrated into running a successful business. You will learn how a company gets ideas, develops products, raises money, makes its products, sells them and accounts for the money earned and spent.

This course will not fulfill a distribution requirement.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs

110 Fundamentals of Accounting

This is a core course designed to provide students with a fundamental knowledge of the “language of business” and its applications for decision-making purposes. The course is organized into three sections. In the first section students learn about the accounting cycle- essentially the analysis and recording of financial transactions and the preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP). The second section of the course focuses on the analysis and interpretation of financial statements. This section emphasizes the use of financial information by external stakeholders for decision making. The third section of the course concentrates on the fundamentals of management accounting. This section centers on the use of accounting information for operational performance evaluation as well as operational and capital decision making. By the end of the course, students will understand the basic principles and concepts of accounting, the business and economic activities that generate accounting information, how accounting information is used by internal and external stakeholders for economic decision making, and how accounting affects society and individuals.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Quantitative Reasoning

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 is cross-listed as INST 200.

Attributes: EASN Elective Set 3, ES Discip Specializations Crs

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.

Attributes: Quantitative Reasoning

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 adaptation to changing environments are explored. Examples taken from domestic and international organizations are used throughout the course.

Prerequisite: 100 or permission of the instructor. This course may fulfill Comparative Civilizations graduation requirement, depending upon topic.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs

240 Marketing in a Global Context

The primary objective of this course is to identify how companies identify and satisfy their customers' needs. Not only are the "4p's of marketing" covered (product, price, promotional programs like advertising and public relations, and place or distribution), but working with a specific semester-long case, you will learn how to manage an integrated marketing program. We will also examine other important aspects of marketing: market research, new product development, consumer behavior, ethics, competitive analysis and strategic planning, and marketing internationally and on the Internet. Field trips and videos are used to reinforce the ideas presented in the classroom.

Prerequisite: 100 or permission of the instructor. 110 is recommended but not required.

Attributes: ES Discip Specializations Crs, INST Globaliz & Sustain Course

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.

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 Curriculum

MAJOR

To complete the International Studies major, students complete core coursework in international politics, economics, and history; a foreign language requirement; four courses in the concentration of their choice; a senior research seminar; a course to prepare for the comprehensive written and oral exams at the end of the senior year; and the comprehensive exams themselves.

COURSEWORK

Core courses (6 courses)

INST/POSC 170—International Relations

ECON 111—Introduction to Microeconomics

ECON 112—Introduction to Macroeconomics (prerequisite: ECON 111)

INST/INBM 200—Global Economy (prerequisites: ECON 111 and 112)

INST/POSC 280—American Foreign Policy (prerequisite: INST/POSC 170)

A course in diplomatic history—*choose one*:

HIST 358—19th-20th Century European Diplomatic History or

HIST 282—Diplomatic History of the United States or

INST 260—History of International Relations

Foreign language (2 courses)

Two courses **beyond the intermediate level** in the chosen foreign language (usually 5-6 semesters for students starting a language as an absolute beginner). This requirement is waived for international students for whom English is not a native language.

The objective of this requirement is for students to develop practical skills of inter-cultural communication. Therefore, students should choose a modern, spoken language. Latin and Ancient Greek and other ancient languages cannot be used to fulfill the foreign language requirement for the International Studies curriculum, nor can American Sign Language.

Concentration (4 courses)

Four elective courses in one of three following concentration areas:

- A Country or Region of Specialization or
- Sustainability and the Global Environment or
- World Economy and Development or
- Global Security

Regardless of concentration, courses must be drawn from at least two different departments and should be selected in consultation with the International Studies faculty advisor.

Note: In fall 2017, the faculty voted to expand the areas of concentration. Students entering Fall 2018 or later are under the new concentrations, while students entering prior to Fall 2018 will complete one of the three former concentrations: Geographic Area/Country, Globalization and Sustainability, or Security Studies.

Senior capstone courses (2 courses)

INST 401—Interdisciplinary Seminar Research (Senior research seminar) (fall of senior year)

INST 404—Integrated Study (Review and preparation for the International Studies Oral Examination) (spring of senior year)

Senior comprehensive examination process

An especially challenging—and rewarding—aspect of the INST major is the comprehensive written and oral examinations at the end of the senior year. Students prepare for the exams both individually and, in the context of the capstone course all seniors take in their final semester, in groups. The written exam takes three hours. Students are expected to demonstrate substantive knowledge in all four core areas of the major; international relations theory, American foreign policy, international economics, and diplomatic history. The oral exam lasts for 40 minutes and involves questions about the student's area of concentration and the core areas of the International Studies program.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

Coursework for the International Studies major includes six core courses; a foreign language requirement; four courses in the chosen concentration; and two capstone courses during the senior year. While carefully planning with an IS academic advisor is important ensuring satisfactory completion of the major, the International Studies curriculum was designed to be flexible enough to permit students to spend a year abroad and offers considerable freedom in choosing the electives that satisfy students' area of concentration.

There is no one preferred pathway through the major, although course prerequisites mean that certain courses must be taken before others. The guidelines below are written for entering students who know they want to major in International Studies. Students beginning the major requirements in their first year have considerable freedom to re-order the course sequence outlined below (being mindful of prerequisites) to suit their interests. Students who come to the major later can and do complete the major requirements in a shorter time period. Majors and prospective majors should discuss their options with an IS faculty advisor.

First Year

INST/POSC 170 – International Relations

ECON 111 – Introduction to Microeconomics

ECON 112 – Introduction to Macroeconomics (prerequisite ECON 111)

Start or continue foreign language (both semesters)

Sophomore Year

INST/POSC 280 – American Foreign Policy (prerequisite INST/POSC 170)

One of three courses that satisfy the diplomatic history requirement:

INST/HIST 358—19th-20th Century European Diplomatic History or

INST/HIST 282—Diplomatic History of the United States or

INST 260—History of International Relations

INBM 200 (prerequisites ECON 111 and 112)

INST electives (choose in consultation with academic advisor)

Continue with foreign language

Junior Year

INST electives (choose in consultation with academic advisor)

Finish foreign language requirement for the major

Senior Year

INST 401 (offered in fall semester only)

INST 404 (offered in spring semester only)

Finish all other IS requirements (core courses, electives, language) as needed

HONORS

A student will be awarded Honors if the student has a 3.50 average overall and in the major, an A or A- in International Studies 401 and International Studies 404.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

We hope and expect (but do not require) that all of INST majors will study abroad for at least one semester. In practice, this is generally best undertaken during the students' junior year, although students should discuss their individual study abroad plans with their academic advisor. Going abroad during the junior year allows INST majors two years to complete many of the core courses required for the major and to return in their senior year for the required capstone courses. The core coursework and the senior seminars are expected to be completed while in residence on campus. Courses taken abroad may – with approval from the academic advisor – be appropriate as electives for students' area of concentration (a region, globalization and sustainability, or international security).

COURSES

170 International Relations

An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization.

This course is cross-listed as POSC 170.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Political Science Elective, Security Studies Course, Social Sciences (Division II)

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 is cross-listed as INBM 200.

Attributes: EASN Elective Set 3

260 History of International Relations

This course is designed to give students an opportunity to apply theories of international relations to major events and issues in world history. Concepts such as balance of power, appeasement and imperialism will be studied against the backdrop of world historical events such as the Congress of Vienna, World War II, and the Algerian War.

Prerequisite: INST 170 or POSC 170.

Attributes: ES Discip Specializations Crs, INST Diplomatic History Course

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.

This course is cross-listed as POSC 270. This course fulfills the Social Sciences (Division II) distribution requirement.

Attributes: Comparative Poli Sci Course, INST European Course, LAWP Policy Elective, PMGT International Policy, Social Sciences

271 Ethics and International Security

A course in applied ethics that examines the role ethical considerations both do and should play in the pursuit of national and international security objectives. Among the specific topics to be examined are the decision to go to war, rules governing how wars are fought, the ethics of weapons of mass destruction, the ethics of terrorism, the torture debate, economic sanctions, and humanitarian intervention.

Prerequisite: POSC 170, or permission of the instructor. This course is cross-listed as POSC 271.

Attributes: ENST Discip Spec (ESDS), INST Globaliz & Sustain Course, PMGT Ethics Elective, Political Science Elective, Security Studies Course

272 International Terrorism

This course provides a historic overview of international terrorism, its origins, evolution, characteristics, and the strategies of the participants. Starting with a clear definition of terrorism, the course will examine various historic case studies in an effort to identify common characteristics of terrorist activity, terrorist motivations, the origins of today's terrorist movements, and a general typology of terrorism. Studies will focus on specific "types" of terrorist activity as those types manifest themselves in the world today. The catastrophic events of September 11, 2001 and their impact on the national security of the United States will be the subject of several lessons. Finally, this course will examine the current strategies in the international struggle against terrorism, and their implications and challenges.

This course is cross-listed as POSC 272.

Attributes: Political Science Elective, Security Studies Course, Social Sciences

273 International Political Economy

This course examines the politics of global economic relations. Specific topics discussed include: trade and protectionism, international monetary relations, foreign direct investment, global institutions such as the International Monetary Fund (IMF), World Bank, and World Trade Organization (WTO), regional economic integration (e.g. the European Union [EU] and North American Free Trade Agreement [NAFTA]), economic development, and the economic emergence of China and India. The larger issue serving as the backdrop to all of this is economic globalization -- its significance, sources, and consequences.

Prerequisite: POSC 170, or permission of the instructor. This course is cross-listed as POSC 273.

Attributes: ES Discip Specializations Crs, INST Globaliz & Sustain Course, Political Science Elective

277 International Politics of the Middle East

This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to is-

sues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics.

This course is cross-listed as POSC 277 and MEST 266.

Attributes: Comparative Civilizations, INST Middle East/N Africa Crse, Security Studies Course, Social Sciences (Division II)

280 American Foreign Policy

A survey of U.S. foreign policy. 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: POSC 170 or INST 170. This course is cross-listed as POSC 280.

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs, Political Science Elective, Security Studies Course

281 American National Security Policy

Analysis of formulation and implementation of American national security policy within the context of American society and the international system. National security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society.

Prerequisite: POSC 170 or 120 or INST 170. This course is cross-listed as POSC 281.

Attributes: AMST Struct & Instit Elective, Political Science Elective, Security Studies Course

282 Diplomatic History of the United States

Description and analysis of the nation's role in world affairs, from the earliest definitions of a national interest in the 18th century, through continental expansion, acquisition of empire, and world power, to the Cold War.

This course is cross-listed as HIST 282.

Attributes: Appropriate for First-Year, INST Diplomatic History Course, Social Sciences (Division II)

283 Intelligence and National Security

This course provides a basic understanding of the history, organization, activities, limitations, and capabilities of the U.S. national intelligence community, and the role of intelligence in developing and executing U.S. national security policy. The course also examines the significance of intelligence for policymakers and planners, the legal issues surrounding intelligence practices; the relationship between Congress, the Judiciary, and the intelligence community; and the future of U.S. intelligence.

Prerequisites: POSC 120 & 170/INST 170. This course is cross-listed as POSC 283.

Attributes: Political Science Elective, Security Studies Course

284 European Security

What security issues do European countries face? How are European countries, the European Union, and NATO responding to various threats? This course delves into the structure of European security, examines the security challenges confronted by Europe, and weighs the opportunities these challenges present for enhancing Europe's security and global leadership. Students will learn how European governments define security, formulate strategies, and implement policies to meet a host of traditional, transnational, and human security concerns.

This course is cross-listed as POSC 284. Prerequisite: 170/POSC 170.

Attributes: INST European Course, Political Science Elective, Security Studies Course

290 Selected Topics in International Studies

Special topics not usually studied in depth in course offerings are examined.

Prerequisite dependent upon topic. This course is cross-listed as POSC 290 when the topic is “Transatlantic Relations.”

Attributes: Social Sciences (Division II)

358 19th-20th Century European Diplomacy

European diplomatic history from the Congress of Vienna through World War II.

This course is cross-listed as HIST 358. Offered occasionally.

Attributes: INST Diplomatic History Course, Social Sciences (Division II)

390 Topics in International Studies

Various topics of interest will be taught on an occasional basis.

Prerequisite dependent upon topic.

401 Interdisciplinary Seminar Research

Integrated the various disciplines in the major, normally involving the student’s geographic area.

404 Integrated Study

The purpose of the course is to help students review and integrate the diverse components of the International Studies major.

Prerequisites: senior standing in the INST major and prior completion of INST 401.

Internship Curriculum

GENERAL INFORMATION

An internship is a closely monitored applied experience in a professional setting, with definite learning objectives incorporating reflection on and integration of theories and concepts with practice.

Internships are an excellent way to explore career choices and gain experience valued by employers and graduate schools. When searching for experiential learning opportunities like an internship, students utilize Career Center resources, as well as meetings with academic advisors, faculty and career counselors.

To participate in the internship curriculum and to have the experience recorded on the transcript, students must register with the Internship Notation Program (INP). The INP is available to matriculated students in any year or major who have secured an eligible internship experience in the fall, spring, or summer term. Arrangements at the internship site and INP registration must be coordinated at the beginning of the experience; retroactive notations are not granted. The registration form is found in Gateway. Contact the Career Center to discuss internship protocol and options.

Global Internship Options

Many Dickinson students engage in an internship while studying off-campus. Depending on the program, an internship experience may be recognized/documented through Dickinson's non credit Internship Notation Program (INP; registered as INTR 7xx), a credit-bearing seminar (INTR 301), or other established curriculum (INTD 390 or INTR 7xx for credit with a faculty member supervising). Contact the Center for Global Study and Engagement and the Career Center for more information about global internship opportunities.

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. Offered at Dickinson Centers abroad.

Prerequisite: Must be simultaneously engaged in an internship. This course is offered credit/no credit only.

7xx Internship with departmental designation

Two options are available:

INP: Through reflective exercises, assessments, and feedback, students address program goals related to self-assessment, self-directed learning, values integration, career exploration and professional development. The INP is available to matriculated students in any class year or major who have secured an eligible internship experience. The program runs in the fall, spring, or summer terms. Several majors and certificate programs allow or require the INP to fulfill a graduation requirement. Students receive a non-credit notation (INTR 7xx) upon successful completion of the internship and INP components. Arrangements for the internship and INP registration must be coordinated at the beginning of the experience; retroactive notations are not granted. This course is offered credit/no credit only.

For academic credit with a faculty supervisor: This is available to students who are in majors which require an internship with academic credit. 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. Students will register via Banner after consultation with the supervising faculty member. This course is offered credit/no credit only.

Italian and Italian Studies Curriculum

General Information

ITALIAN MINOR

Five courses beyond the 100-level:

231
232
331 or 332
341

Topics course: 321, 322, 323 or 324

Note: Students receiving credit for the Italian studies major may not receive credit for the Italian minor.

MAJOR

Italian Studies

Ten courses

1. Language in Context (5):

- A. ITAL 231: Reading and Writing Contemporary Italian Culture
- B. ITAL 232: Reading and Performing Italian Texts or 270: Italian Language in Context (offered in Bologna, fall semester)
- C. ITAL 331: Ideas of Italy or ITAL 332: Real and Imaginary Journeys
- D. ITAL 341: The Discourse of Love
- E. ITAL 400: Senior Seminar

2. Core Requirements (3):

A. Culture (1 course).

A topics course on Italian cultural productions, practices and contexts: ITAL 321: Topics in Medieval and Early Modern Studies or 322: Dante's Divine Comedy; or ITAL 323: Topics in Modern and Contemporary Italian Studies or ITAL 324: Italian Cinema.

B. History (1 course)

A course with a strong emphasis on Italian history such as: ITAL 321: Topics in Medieval and Early Modern Studies or ITAL 323: Topics in Modern and Contemporary Italian Studies (with approval of program coordinator when topic is pertinent, for example: "Filming the Making and Unmaking of Italy" or "Terrorism in Italian Film"); HIST 232: Modern Italy; HIST 223: Renaissance Europe; HIST 375 Europe's Dictators.

C. Visual Arts and Representations (1 course)

A course with a strong emphasis on Italian visual arts and representations such as: ITAL 323: Topics in Modern and Contemporary Italian Studies (with approval of program coordinator when topic is pertinent, for example: "Representations of the Holocaust in Italian Cinema" or "Representations of Women in Italian Film and Media"); ITAL 324: Italian Cinema; ARTH 205: Reading Bologna (offered only in Bologna); or ARTH 300: Italian Renaissance Art 1250-1450 or ARTH 301: Italian Renaissance Art 1450-1563; ARTH 212: Michelangelo Man & Myth. Other courses with a strong visual component, such as architecture, sculpture, photography, television, and performance, may be eligible only when the topic is pertinent to Italian culture and must be approved by the program coordinator. Courses (such as ARTH 304: Southern Baroque) that analyze Italian visual arts and representations in a comparative context may be suitable as well, provided that students write their final papers on Italian culture and society.

NOTE: ARTH 300, 301 and 304 prerequisite for Italian Studies major is ARTH 101 or 102 or permission of instructor.

3. Area of Emphasis. (2 courses in one elective emphasis)

Two courses to be taken in one area of emphasis: (a) Humanities, (b) History, (c) European and Mediterranean Studies, (d) Film and Media Studies or (e) Food Studies. These courses are to be chosen in consultation with the advisor in Italian Studies. Other approved courses may be substituted for any course in an area of emphasis only when the contents of the course are suitable and if approved by the program coordinator.

A. Humanities

ITAL 321: Topics in Medieval and Early Modern Studies; ITAL 322: Dante's Divine Comedy; CLST 224: Roman Archaeology; MUAC 351: Seminar in Medieval and Renaissance Music (such as "The Madrigal and Poetics in Renaissance Italy").

B. History

ITAL 323: Topics in Modern and Contemporary Italian Studies (such as "The Making and Unmaking of Italy"); CLST 253: Roman History; HIST 105: Medieval Europe; HIST 223: Renaissance Europe; HIST 232: Modern Italy.

C. European and Mediterranean Studies

ITAL 323: Topics in Modern and Contemporary Italian Studies (such as "The Making and Unmaking of Italy" or "Italian Cookery: Practices, Culture, Identity" or "Italian Colonialism"); HIST 232: Modern Italy; HIST 358: 19-20th Century European Diplomacy; INTD 390: Intercultural Seminar (offered only in Bologna); POSC 250: Comparative West European Systems; POSC 275, 276 Studies in Modern European Politics (offered only in Bologna); POSC 276: Italian Politics (offered only in Bologna); POSC 290/ECON 214: European Economic Integration (offered only in Bologna).

D. Film and Media Studies

ITAL 324: Italian Cinema (such as "The History of Italian Cinema" or "The Cinema of Federico Fellini"); ITAL 323: Topics in Modern and Contemporary Italian Studies (such as "Terrorism in Italian Film" or "The Holocaust in Italian Cinema" or "The Representation of Women in Italian Media").

E. Food Studies

ITAL 300: Topics of Italian Culture in Italian (when topic is relevant); ITAL 321: Food and Culture in Medieval and Renaissance Italy; ITAL 323: Italian Food and Culture.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

Minor in Italian (5 courses beyond ITAL 201):

Sophomore Year

ITAL 231 (Spring)

Junior Year

ITAL 232 (Fall)

ITAL 331 or 332 (Spring)

ITAL 320-level topics course (with Italian discussion session, any semester)

Senior Year

ITAL 341 (Fall)

ITAL 320-level topics course (with Italian discussion session, any semester)

Major in Italian Studies (10 courses beyond ITAL 201)**First Year**

ITAL 101 (Fall)

or ITAL 103 (accelerated beginner course for speakers of Spanish, French, or Portuguese that counts as two semesters of Italian: ITAL 101 and ITAL 102) (Fall)

ITAL 102 (Spring)

Sophomore Year

ITAL 201 (Fall)

ITAL 231 (Spring)

ITAL 320-level topics course (Spring, Italian discussion session is optional during sophomore year. If discussion session is not taken, the course only counts as a 'core requirement' of the major. See Italian Studies major requirements.)

Junior Year

ITAL 232 (fall)

ITAL 320-level topics course (with Italian discussion session, one in Fall and one in Spring)

ITAL 331 or 332 (spring)

Students planning to pursue honors should contact their advisors in the Fall semester.

Senior Year

ITAL 341 (Fall)

ITAL 320-level topics course (with Italian discussion session, one in Fall and one in Spring)

ITAL 400 (Spring)

Students majoring in Italian Studies will often take three to four 320-topics courses. However, some courses taken outside the Italian program that focus on Italian culture may also count to fulfill the major's core requirements and/or area of emphasis. These outside courses must be approved by the Chair of the Italian Department in order for them to count toward the major. For a list of some of these courses, visit Curriculum and Courses on the Dickinson Italian Studies website. **IMPORTANT:** If you have taken a course related to Italy and/or Italian which is not listed on our website and you think that it should count toward the major, do not hesitate to contact your Italian Studies advisor for approval.

INTERNATIONAL BUSINESS AND MANAGEMENT MAJORS

INBM students pursuing Italian are advised to take ITAL 231 (an intensive writing course with advanced grammar) and ITAL 232 (a course focused on speaking and oral production). If students are interested in a topics course where English is the primary language used in class, they should take one of the four possible 320-topics courses: 321, 322, 323 or 324 (with Italian discussion session). For more information, visit the [INBM Majors FAQ](#) on the Prospective Students page of the Dickinson Italian Studies website.

INTERNATIONAL STUDIES MAJORS

IS students pursuing Italian are advised to take ITAL 231 (an intensive writing course with advanced grammar) and ITAL 232 (a course focused on speaking and oral production). Alternatively, students can opt to take ITAL 231 and one of the four possible 320-topics courses: 321, 322, 323 or 324 (with Italian discussion session). For more information, visit the [IS Majors FAQ](#) on the Prospective Students page of the Dickinson Italian Studies website.

HONORS

All senior students majoring in Italian Studies must complete the Senior Seminar (ITST 400). Students who wish to be considered for honors in Italian Studies must have an overall GPA of at least 3.40 and must complete an Independent Research Project (550) in addition to the Senior Seminar. The students must identify a faculty member

who is willing to serve as their Independent Research Project advisor, must submit a proposal, and must write a thesis, which will be evaluated by the Italian Studies faculty. The final projects of the Independent Research Project and the Senior Seminar are separate and the students cannot work on the same topic for both courses.

Normally, honors projects are completed in the spring semester of a student's senior year and are approved for one academic credit. Honors is a separate designation that appears on the transcript and diploma. In the event that the final project is not deemed worthy of honors, the student will still receive academic credit for their Independent Research Project (550).

Honors Timeline

The proposal must be submitted no later than two (2) weeks prior to the end of the fall semester of classes (the exact date will be designated by the Italian Studies Department) submit the proposal (5-7 pages). The proposal should provide a detailed description of the research project, as well as explain the questions to be addressed, the current state of scholarship on this issue, the project's contribution to current scholarship, and a tentative answer to the research question (i.e. a "thesis statement"). A proposed outline of the thesis chapters (1 page), in Italian, should also be included. There should also be a fairly extensive bibliography (1-2 pages) that lists primary and secondary sources under separate headings. In the bibliography, the student will indicate which studies and documents s/he has already consulted as well as the materials s/he plans to review. The proposal must be written entirely in Italian.

Before the last day of classes in the fall semester, the Italian Studies Chair will inform the prospective honors students and their advisors whether the proposal has been approved, and if so, will provide some suggestions and concerns from the Italian Studies faculty. Also, at that time, the coordinator will appoint a secondary advisor for the project.

By the end of the 2nd week of the spring semester, a revised proposal is due.

Four (4) weeks before the end of classes, a thesis, in Italian, of approximately 30 pages (excluding bibliography), should be submitted, at which time the project advisor will choose one (or two, if available) additional Italian Studies faculty members who will read and critique the paper.

During the week of final examinations, the student will meet with the entire committee of three members to present, discuss, and defend his/her work.

On the Friday of the week before graduation, the student will submit a revised version of the thesis, based on feedback offered during the discussion.

If a student fails to meet the deadlines, to make the required revisions, or to fulfill any of the requirements s/he will forfeit the opportunity to receive Honors. The grade for the Independent Research Project (550) will be posted to the transcript, even if the student does not earn honors.

INTERNSHIPS

Internships may be available for interested students. In the past, students have completed internships in diverse places such as the Feminist Bookstore, the Bologna daily newspaper *Il Resto del Carlino*, the local chapter of Slowfood, a children's hospital and a middle school. The Department chairperson or the Coordinator in Bologna should be consulted for information.

Summer Immersion Program in Italy

The Department will periodically offer to students an immersion program in Italy during the summer. This program is of special interest to those who cannot go abroad during the academic year.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Junior Year

Students pursuing an Italian minor will be able to continue taking Italian language courses at the K. Robert Nilsson Center and other courses that may fulfill the minor, as well as other courses that may fulfill the minor requirements. In situations where high proficiency in Italian has been attained, students may also take courses at the University of Bologna.

The curriculum for students pursuing an Italian Studies major is comprised of three elements:

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.

Independent Studies, in Italian, involving specialized projects and 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.

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.

CO-CURRICULAR ACTIVITIES/PROGRAMS

The Italian Studies Program sponsors many campus events and activities to help students enhance their knowledge of Italian language and culture. Students can apply to live at the **Romance Language House** where a native Italian student from the University of Bologna resides with other students who study Italian. Students are encouraged to participate in the weekly **Tavola Italiana** (Italian Table), where they dine in Italian alongside Italian faculty and language assistants. The **Circolo Italiano** (Italian Club) organizes a variety of social and cultural events during the academic year. Also offered is an Italian Film Series that features classic and contemporary Italian movies. **For more information, visit [Italian Outside the Classroom](#)** on the Dickinson Italian Studies website.

COURSES

101 Elementary Italian

Intensive study of the fundamentals of Italian grammar, with a view to developing reading, writing, speaking, and understanding skills. Laboratory and other audiovisual techniques are used. Cultural elements are stressed as a context for the assimilation of the language.

Attributes: Appropriate for First-Year

102 Elementary Italian

Intensive study of the fundamentals of Italian grammar, with a view to developing reading, writing, speaking, and understanding skills. Laboratory and other audiovisual techniques are used. Cultural elements are stressed as a context for the assimilation of the language.

Prerequisite: 101 or the equivalent

Attributes: Appropriate for First-Year

103 Accelerated Italian (for Speakers of Spanish, French or Portuguese)

Accelerated study of the fundamentals of Italian language with the goal of developing reading, writing, speaking, and listening skills. Designed for native or proficient speakers of Spanish, French, or Portuguese, this course covers in one semester what is usually taught in two courses (IT101 and IT102). Due to the intensive nature of this course, students should plan to commit themselves to a fast-paced learning environment. Upon successful com-

pletion, students will be prepared to take IT201. There is no lab, but students are expected to attend the weekly Italian Table.

Prerequisites: Two semesters of college study in a Romance Language (other than Italian) or 3 years of high school study in a Romance Language (other than Italian); or be native or heritage speaker of a Romance Language (other than Italian). Non-native speakers will be assessed through a placement test or a conversation with the instructor.

201 Intermediate Italian

Intensive introduction to conversation and composition, with special attention to grammar review and refinement. Essays, fiction and theater, as well as Italian television and films, provide opportunities to improve familiarity with contemporary Italian language and civilization.

Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

Attributes: Appropriate for First-Year

231 Reading and Writing Contemporary Italian Culture

Designed to increase student's awareness of various rhetorical conventions and command of written Italian through analysis and imitation of model texts of a literary and non-literary nature.

Two and a half hours classroom and one hour laboratory per week. Prerequisite: 116 or the equivalent.

Attributes: Humanities (Division I B), Sustainability Connections, Writing in the Discipline

232 Reading and Performing Italian Texts

Designed to increase student's comprehension and command of spoken Italian, this course is also an initiation in everyday verbal transactions and cultural communication prevalent in contemporary Italy. Phonetics, oral comprehension, and verbal production are practiced through exposure to authentic documents usually of a non-literary nature, such as television news programs, documentaries, commercial advertisements, and excerpts from films.

Two and a half hours classroom and one hour laboratory per week. Prerequisite: 116 or the equivalent.

Attributes: Humanities (Division I B)

300 Topics of Italian Culture in Italian

In this course, offered in Bologna, students learn how to read more critically by analyzing and interpreting Italian texts. With the aid of appropriate tools, the course seeks to expand the students' knowledge of Italian history and society by focusing on select topics such as, but not limited to the slow food movement and sustainability; landscapes and regional identities; migration and Italian transnational identities; and, media, power and politics. The course will further enhance oral and written abilities through interviews with native speakers, class presentations, and a variety of writing assignments that derive from direct contact with contemporary Italian society. Taught in Italian.

Prerequisites: 231 or 232 or permission of instructor

321 Topics in Medieval and Early Modern Studies

In this course, students will study significant themes and values that inform Italian literature and culture of the Medieval and Early Modern periods. This course draws on a wide selection of sources including history, sociology, psychology, and popular culture. Topics may include: Petrarch and Petrarchism; Boccaccio and the Art of Story Telling, Niccolò Machiavelli and others. This course is offered in English. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a discussion group in Italian and

will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a “FLIC: Italian” notation on their transcript.

Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion. Offered on an as-needed basis.

Attributes: Humanities (Division I B), MEMS Elective

322 Dante's Divine Comedy

This topics course is on Dante Alighieri's Divine Comedy. Although a special focus will be placed on the Inferno, which will be read in its entirety, various cantos from Purgatorio and Paradiso will also be studied. Aiding the students along their journey through Hell and beyond will be critical readings that consider the historical, social, cultural and literary context of the period. The poem will be read in English translation. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a discussion group in Italian and will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a “FLIC: Italian” notation on their transcript.

Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion. Offered every two years.

Attributes: Humanities (Division I B), Italian Studies Culture

323 Topics in Modern and Contemporary Italian Studies

Study of significant themes and values that inform Italian culture and are informed by it. This course draws on a wide selection of sources including history, sociology, psychology, popular culture. Students in this course will concentrate on specific cultural, social or political issues, such as “Representations of the Holocaust and/or Terrorism in Italian Cinema;” “The Italian Southern Question;” “The Making and Unmaking of Italy,” and others. This course is offered in English. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a discussion group in Italian and will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a “FLIC: Italian” notation on their transcript.

Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion. Offered on an as-needed basis.

Attributes: Humanities (Division I B)

324 Italian Cinema

This course is a general introduction to Italian cinema, from the origins to the present. It provides students with basic tools for film analysis and analyzes a selection of films and directors within their cultural and social contexts. Cross-listed with Film Studies 301. This course is offered in English. Italian Studies majors, Italian minors and INBM majors using this course to satisfy major/minor requirements will attend a discussion group in Italian and will write their papers in Italian. Upon successful completion of the work in Italian, students will receive a “FLIC: Italian” notation on their transcript.

Prerequisites: 231 if taken as Italian FLIC; none, if taking the English only portion. Offered on an as-needed basis. This course is cross-listed as FLST 310.

Attributes: Film Studies Elective, Humanities (Division I B), Italian St Visual Art & Repres, Italian Studies Culture

331 Ideas of Italy

In this course we study how Italian political thinkers, writers and intellectuals in different historical periods have constructed their own “idea” of Italy. We will analyze authors such as Niccolò Machiavelli, the forefather of modern political science, and Antonio Gramsci, an Italian philosopher and founder of the largest communist party in Western Europe. We also examine the role that film and literature played in the formation of a national consciousness, through selected readings by authors and directors such as Alessandro Manzoni, Gabriele D'Annunzio, Oriana Fallaci, Luchino Visconti and others.

This course is taught in Italian. Prerequisites: 231 and 232, or permission of the instructor. Offered every two years.

332 Real and Imaginary Journeys

By exploring the inner conflicts of their own soul and venturing beyond the boundaries of their native culture, Italian authors – from Dante and Petrarch to Italo Calvino and Federico Fellini – have opened new paths that often influenced the development of Western art and literature and touched the lives of countless readers and viewers around the world. In this course, we use the theme of the journey to analyze the work of some of the most influential Italian authors and trace their cultural legacy.

This course is taught in Italian. Prerequisites: 231 and 232, or permission of the instructor. Offered every two years.

341 The Discourse of Love

What is Love? Through a diverse selection of works from authors such as St. Francis, Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Pietro Aretino, Gaspara Stampa, and Veronica Franco, students will examine the nature of love from a variety of perspectives. From the spirituality of religion to the physicality of desire and attraction, this course will confront topics such as the medieval and Renaissance ideas of love (courtly love, the Dolce Stil Novo, and love sickness), theological notions of love (charity), different expressions of love (heterosexuality, same-sex attraction and polyamory), and transgressive types of love (lust, adultery, and prostitution).

This course is taught in Italian. Prerequisites: 231 and 232, or permission of the instructor. Offered every year.

Attributes: MEMS Elective

400 Senior Seminar

Conceived as an integrative experience, this tutorial provides an opportunity for students to examine a specific theme or author from various perspectives. Independent research, under close supervision of a professor, will be shared with other seniors in regular discussion group meetings and will be articulated in a substantial critical paper at the end of the semester.

Prerequisite: Italian studies major or permission of the director of the Italian studies program.

Japanese Curriculum

See [East Asian Studies](#)

Journalism Curriculum

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.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Writing in the Discipline

Judaic Studies Curriculum

MAJOR

Eleven courses:

HEBR 202 [previously 200], 231 or equivalent

JDST/RELG 104: Judaism

RELG 103: Hebrew Scriptures in Context

One course focused on Late Antiquity or the Medieval period (Kabbalah; Jews in the Medieval World; Crusades; Love, Sex & Hebrew Texts)

JDST 250/RELG 260: Beyond Belief

One course focusing on the American Jewish Experience (Judaism in the US; American Jewish Literature; Jews & Hollywood)

One course focusing on Israel (Arab Israeli Conflict; Israeli Politics; Mid East Cinema)

Two Electives (Women, Gender & Judaism; Jewish Environmental Ethics; Holocaust in Italian Cinema; Ethnography of Jewish Experience)

RELG 390 (or methods course in an appropriate discipline)

JDST 490 or JDST 550: Senior Thesis

MINOR

Six courses:

JDST/RELG 104: Judaism

JDST/RELG 103: Hebrew Scriptures in Context

JDST 250/RELG 260: Beyond Belief

Three electives

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The major in Judaic Studies may be completed in a variety of ways. While there are several core courses that develop foundational knowledge in key areas, the flexible curriculum gives you the freedom to emphasize the area of study within the field you find most compelling.

First Year

RELG 103

JDST 104

HEBR 101; 102 (previously HEBR 103; 104)

Sophomore Year

JDST 206; 240; 243

HEBR 201 (prev HEBR 116); 202 (previously HEBR 200)

Junior Year

JDST 247; 250; 262

HEBR 231; 232

Senior Year

JDST 264; 316; 550

RELG 390

HEBR 235; 331

For information regarding the suggested guidelines, please feel free to contact a JDST faculty member.

Senior Thesis

Judaic studies majors write an independent thesis during the senior year in consultation with a faculty member. A research proposal is due during the first two weeks of the fall semester.

Independent study and independent research

Examples of recent Independent Studies are: Maimonides' Medical Ethics, Jews of India, The Ordination of Gay and Lesbian Rabbis in the U.S., Women and Midrash. Contact Prof. Lieber for more information. Independent studies may be approved to substitute for certain requirements for the major.

HONORS

1. Majors in Judaic studies have the option of pursuing departmental honors in their senior year by writing an honors thesis of between 60 and 100 pages demonstrating their ability to engage in sustained advanced research and scholarly endeavor. The thesis project will extend over two semesters. Only the best projects will be granted honors, but any student who completes the project will receive the credit for two semesters of work, i.e., two credits. Students will work with one advisor but may receive guidance from other members of the department.
2. Those wishing to write an honors thesis should register for JDST 550 for the fall semester, and find a research advisor. No later than the third Monday of the semester, the student must submit a formal proposal, outlining the project. Within a week, the department faculty will meet to discuss the proposal and assess its feasibility. Once the proposal is approved, the student and his/her adviser will decide on a schedule of research and writing. The student is expected to adhere to all deadlines set by the advisor.
3. In the spring semester the student once again must register for JDST 550. The first draft of the thesis must be submitted by spring break. Copies will be given to all department faculty plus a designated outside reader. Within two weeks after spring break, members of the department will meet with the student to make comments on the draft. The final draft must be submitted before the end of spring semester classes. A defense date will be set for sometime during the exam period.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

As of 2004, Dickinson Programs in Israel have been indefinitely suspended due to an ongoing U.S. State Department travel warning. However, there are other opportunities for Judaic Studies majors to pursue off-campus study. In a unique partnership with the Jewish Theological Seminary of America, Dickinson students can spend the spring semester of their Junior year in New York City at List College, the Undergraduate College at JTSA. Please see the program coordinator for details and other study abroad options.

COURSES

Religion

104 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.

Attributes: Appropriate for First-Year, Humanities, INST Middle East/N Africa Crse, Judaic Studies Elective, Religion - Western Traditions

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.

Attributes: Appropriate for First-Year, Humanities, Judaic Studies Elective

316 Topics in Judaic Studies

(e.g., Twentieth Century Jewish Thought; Principles and Topics in Jewish Law)

This course is cross-listed as JDST 316. Prerequisite dependent upon topic.

Attributes: Humanities

Hebrew

101 Elementary Modern Hebrew

Introduction to the modern Hebrew language. Alphabet, phonics and grammatical structures. Emphasizes development of reading comprehension, composition and conversational skills.

Attributes: Appropriate for First-Year

102 Elementary Modern Hebrew

Introduction to the modern Hebrew language. Alphabet, phonics and grammatical structures. Emphasizes development of reading comprehension, composition and conversational skills.

Prerequisite: 101 or the equivalent.

201 Intermediate Modern Hebrew

Formal study of Hebrew language with emphasis on oral practice and writing skills.

Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

202 Advanced Modern Hebrew

Expansion of language proficiency through intensified study of cultural and literary texts, including poetry, prose, essays, newspapers, films, and songs. Extensive discussion of issues related to contemporary Israel. Emphasis on the development of reading, writing and conversation skills.

Prerequisite: 201 or the equivalent.

231 Hebrew Conversation & Comp

Advanced practice in conversation, reading and writing. Careful attention to grammar and style.

Prerequisite: 201.

232 Topics in Hebrew Literature

Thematic study of Hebrew literature, with an emphasis on close reading, comprehension and interpretation.

Prerequisite: 201.

235 Topics in Biblical Hebrew

Fundamentals of Hebrew morphology, including readings from Biblical narrative texts.

331 Top in Hebrew Lit/Israeli Cult

Intensive study of a particular author, genre, or period. Introduction to the use of critical theory in literary analysis.

Prerequisite: 231.

Judaic Studies

103 Hebrew Scriptures/Old Testament in Context

A critical examination and attempt to understand the literature and the antecedent traditions remembered and formulated by the ancient Israelites in terms of their own views of God. This literature is interpreted in the context of events and cultures of the ancient Near East.

This course is cross-listed as RELG 103.

Attributes: Appropriate for First-Year, Humanities, Religion - Western Traditions

104 Judaism

See course description with RELG 104 listing.

Attributes: Appropriate for First-Year, Humanities, INST Middle East/N Africa Crse, Religion - Western Traditions

105 Judaism in the Time of Jesus

See course description with RELG 105 listing.

Attributes: Humanities

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.

This course is cross-listed as RELG 107.

Attributes: Appropriate for First-Year, Humanities, Religion - Western Traditions

206 Jews and Judaism in the United States

See course description with RELG 206 listing.

Attributes: AMST Representation Elective, AMST Struct & Instit Elective, Appropriate for First-Year, ENST Discip Spec (ESDS), Humanities, Religion - Western Traditions

215 Jewish Environmental Ethics

Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions, advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish

theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (ie, Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies.

Offered every three years in rotation with the offering of ENST 111. This course is cross-listed as RELG 215.

Attributes: ENST Humanities/Arts (ESHA), Humanities, PMGT Ethics Elective, SINE Elective, Service Learning

216 Topics in Judaic Studies

Exploration of a focused topic in the area of Jewish religion and/or culture. Examples of topics offered : Jews in Hollywood Film; Jews and Food; Love, Sex and Hebrew Texts.

Prerequisite dependent upon topic.

Attributes: Appropriate for First-Year, Humanities

220 Ethnography of Jewish Experience

Drawing upon ethnographies of Jewish communities around the world, this course focuses on such questions as: What is Jewish culture? What is common to Jewish cultural experiences across time and place? How might we understand the variability and local adaptations of Jewish life? These are the guiding questions and issues for this course, all to be considered within multiple contexts-- from pastoral and agricultural roots to modern urban experience, from Middle Eastern origins to a Diaspora experience stretching across Asia, Africa, Europe and the Americas.

Offered every two years. This course is cross-listed as RELG 260 and SOCI 260.

Attributes: AMST Struct & Instit Elective, Humanities, Social Sciences

240 Women, Gender and Judaism

This course examines issues of gender in Jewish religion and culture. Starting with the representation of women in the Bible and other classical Jewish texts, we study the highly differentiated gender roles maintained by traditional Jewish culture, and examine the role American feminism has played in challenging those traditional roles. We will also study gender issues in contemporary Israeli society, such as the politics of marriage and divorce, public prayer and gender in the military. Some knowledge of Judaism and Jewish history is helpful, but not required as a prerequisite for this course.

Attributes: AMST Representation Elective, AMST Struct & Instit Elective, Appropriate for First-Year, Humanities, Women & Gender Studies Elect

243 Dead Sea Scrolls

The discovery of a cache of ancient scrolls in 1947 in caves near the Dead Sea led to a revolution in the study of Second Temple Judaism and Christian origins. This course will focus on these texts, situating them in the context of the history of Judaism from the Hellenistic period through the first century C.E. What do they reveal about beliefs and institutions of the Essenes, the enigmatic community which produced them? What was life like at Qumran, the Essene community's center? How did the sect start, how did it differ from mainstream Judaism, and what was its vision of the future? What possible connections existed between the Essene community and the emergence of Christianity? How have the Dead Sea scrolls contributed to the study of the Hebrew Bible and the New Testament?

This course is cross-listed as RELG 243.

Attributes: Appropriate for First-Year, Humanities

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.

This course is cross-listed as RELG 245.

Attributes: Appropriate for First-Year, Humanities

247 Saints and Demons

This course will examine the complex relationship of Jews and Muslims in the Middle East and North Africa, from the dawn of Islam through the 20th century, drawing upon religious studies, cultural historical, ethnographic and gender studies perspectives. We will examine sources from the “high” traditions of both religious community, but spend the bulk of the semester closely examining “popular” traditions--such as the veneration of (male) saints and the world of (largely female) demons and spirits, including strategies to protect oneself from these demons and the experience of demonic possession generally among women. These are topics which will invite us to look at the social construction of male and female categories, and which will challenge the idea that Jewish and Muslim ritual and practice are wholly separate and distinct.

This course is cross-listed as RELG 247 and MEST 250. Offered every two years.

Attributes: Global Diversity, Humanities, Middle East Humanities, Religion - Western Traditions, WGSS Transntl/Global Perspect

250 Beyond Belief: Jewish Secular Culture from Spinoza to Seinfeld

Many Jews nowadays define themselves in secular or cultural terms rather than religious ones. But how did the tradition of secular Judaism come to be? This course will survey the development of secular Jewish identity through an examination of key thinkers over the last three and a half centuries, including Spinoza, Freud, Marx and Einstein. The course will conclude with an examination of secular Judaism in American culture - the drama of Clifford Odets and Arthur Miller, the films of Mel Brooks and Sidney Lumet, and the television shows Seinfeld and Curb Your Enthusiasm.

Offered every year. This course is cross-listed as RELG 260.

Attributes: Humanities

262 Zionism: Ideology, Institutions, Cultures & Contestations

This course aims to provide students with a multi-dimensional understanding of Zionism as a political ideology that found its expression in the creation of a state, the establishment of a particular set of economic and cultural institutions as well as in the creation of new conceptions of land, space, and group interaction. At once a future-oriented revolutionary ideology and revivalist movement based on the idea of returning to an ancient homeland, the significance of Zionism in 20th and 21st centuries cannot be understated. Zionism (or rather, Zionists), produced a state Israel whose foundation has roiled politics in the Middle East until today. This course will look at the particular historical circumstances that gave rise to Zionism in the late 19th century, Zionist institutions, political culture and dominant historical narratives. The course will conclude with a detailed examination of more contemporary critics of Zionism both from within Israel and outside of it.

This course is cross-listed as MEST 262 and POSC 290.

Attributes: Appropriate for First-Year, Global Diversity, Humanities, Political Science Elective, Social Sciences

264 Politics, Society & Culture in Israel

This course provides an overview of the major political, social, and cultural forces that have shaped, and continue to shape, modern Israel. It covers the origins of the Zionist movement, political leadership, foreign relations, parties, the electoral system and the Israeli-Palestinian and Israeli-Arab conflict more broadly. In society, it focuses on the major cleavages in Israeli society, civil society, consumerism, as well as the impact of the Holocaust and the role of the Israel Defense Forces. The cultural component centers largely on poetry, short stories and changes in popular music. The course is intended to add nuance and depth to the often one-dimensional portrayal of Israel in the media and provide students with the analytical tools to better understand events in the Middle East.

This course is cross-listed as MEST 264 and POSC 264.

Attributes: Appropriate for First-Year, Comparative Poli Sci Course, Global Diversity, Humanities, Social Sciences

316 Topics in Judaic Studies

See course description with RELG 316 listing.

Prerequisite dependent upon topic.

490 Senior Thesis

An independent project supervised by the Judaic Studies coordinator and an adviser 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.

Latin Curriculum

See [Classical Studies](#)

Latin American, Latino and Caribbean Studies Curriculum

MAJOR

Eleven courses:

LALC 101

One additional introductory course (LALC 121, 122, 123 or 295)

One language course above the intermediate level in one of the three main

languages of the area (Spanish, Portuguese or French or another regional language approved by the department)

One methods course relevant to area of concentration (geographic or thematic) (AFST 200, AMST 401, ANTH 240 or 241, ECON 474, HIST 204, POSC 239, SOCI 240 or 244, SPAN 305, WGST 250)

Four courses in area of concentration

Two electives

[Of the six courses (four in the concentration and two electives), at least one should be in the humanities and the selection should include courses in three departments. Introductory courses will not count as concentration or elective courses.]

LALC 490-the capstone course

MINOR

Six courses:

(Students will be encouraged to follow a concentration.)

LALC 101

Five courses approved by LALC in at least three different departments

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

Most students begin the LALC major with LALC 101 or one of the other introductory courses, and all finish with LALC 490 in the senior year. Otherwise, there is no necessary or preferred path through the LALC major.

Suggested Flow for First Year Students:

- FYS
- LALC 101
- Language courses (goal: two language courses above the intermediate level)
- Another introductory course (see below)
- LALC Concentration course or Elective course
- Other graduation requirements

(Please check with a LALC faculty or the LALC chair)

Suggested Flow for Second Year Students:

- LALC 101 (if it was not taken previously)
- Language courses (goal: two language courses above the intermediate level)
- Another introductory course (if it was not taken previously)
- LALC Concentration courses
- Methods course (see below)
- Elective course
- Other graduation requirements

(Please check with your LALC advisor or the LALC chair)

Suggested Flow for Third Year Students:

- Study Abroad in Latin America (must have language requirement)

OR

- LALC 101 (if it was not taken previously)
- Language courses (goal: two language courses above the intermediate level)
- Another introductory course (if it was not taken previously)
- LALC Concentration courses
- Methods course (see below)
- Elective course
- Other graduation requirements

(Please check with your LALC advisor or the LALC chair)

Suggested Flow for Fourth Year Students:

- LALC 490 (both semesters)
- LALC 101 (if it was not taken previously)
- Language courses (goal: two language courses above the intermediate level)
- Another introductory course (if it was not taken previously)
- LALC Concentration courses
- Methods course (see below)
- Elective course
- Other graduation requirements

(Please check with your LALC advisor or the LALC chair)

Introductory Courses

In addition to LALC 101, all majors are required to take one of the following:

LALC 121, Introduction to Africana Studies

LALC 122, Introduction to Caribbean Studies

LALC 123, Introduction to Latino Studies

LALC 295, Introduction to U.S. Latino/a Literature and Culture

(exceptions can be made with permission of the chair)

Methods Courses

Majors select one methods course in consultation with their advisor:

AFST 200, Approaches to Africana Studies
AMST 401, Research Methods in American Studies
ANTH 240, Qualitative Research Methods
ANTH 241, Measurement and Quantification in the Social Sciences
ECON 474, Econometrics
HIST 204, Introduction to Historical Methodology
POSC 239, Research Methods in Political Science
SOC 240, Qualitative Methods
SOC 244, Quantitative Research Methods
SPAN 305, Introduction to Literary Analysis and Theory
WGST 200, Feminist Practices, Writing and Research

LALC Concentration (4) and Elective (2) Courses

LALC students should select geographic and or thematic concentrations within the major. An example would be a geographical focus on contemporary Argentina who would take HIST 131 (LA History) and POSC 251 (LA Politics), engage in a research project on an Argentine topic approved the LALC advisor, two courses from the Dickinson in South America Program, and an additional course on Argentina in another discipline.

Another example of a thematic concentration would be choosing to study community development and globalization; this is a theme that crosses geographical boundaries to possibly include Central and South America, the US-Mexico border region as well as the Caribbean. Students with this type of concentration would be able to select relevant courses in Africana Studies, American Studies, Anthropology, Economics, History, Political Science or Sociology. Relevant courses could include LALC 222 (Contemporary Peoples of Latin America), LALC 236 (Latin American Economics), LALC 349 (Political Economy of the Third World), and two relevant courses in one of the study-abroad sites. For other concentrations, courses may be selected from the sciences as well as the humanities. When concentration and elective courses have prerequisites, LALC majors should have satisfied these requirements or received a waiver from the instructor with an approval of the LALC chair.

Some of LALC courses for concentrations or electives:

LALC 200, Special Topics in LALC Studies
LALC 222, Contemporary Peoples of Latin America (ANTH 222)
LALC 230, Early Latin American History to 1800 (HIST 130)
LALC 231, Modern Latin American History since 1800 (HIST 131)
LALC 236, Latin American Economics (ECON 236)
LALC 242, Brazilian Cultural and Social Issues (PORT 242)
LALC 251, Latin American Government and Politics (POSC 251)
LALC 262, South American Archeology (262 and ANTH 262)
LALC 272, Atlantic Slave Trade and Africans in Making the Atlantic World (HIST 272)
LALC 283, Latin American-U.S. Relations (HIST 283)
LALC 300, Special Topics in LALC Studies
LALC 301, Topics in American Studies, when topic is appropriate (AMST 301)
LALC 311, Pre-Columbian and Colonial Spanish American Texts (SPAN 311)
LALC 321, Late Colonial and Nineteenth Century Latin American Literatures (SPAN 321)
LALC 331, Modernismo and Vanguardias (SPAN 331)
LALC 349, Political Economy of the Third World (ECON 349)
LALC 350, Latino/Latina Literatures (SPAN 350)
LALC 390, Seminar in Hispanic Literature, when topic is appropriate (SPAN 410)

LALC 490, Latin American, Latino and Caribbean Studies Senior Research Seminar

This is the capstone course, which consists of research into a topic concerning the LALC region. Students participate in a two-semester research seminar for half a credit each semester. Students develop their research papers with the guidance of a main supervisor and two other faculty readers representing at least two disciplines. Students must successfully defend their research paper orally to satisfy the requirements for the major.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Independent Studies on LALC topics in the Departments of Political Science, Anthropology, Spanish and Portuguese, Religion, Philosophy, History, Economics, Art & Art History, or any other academic department that may be able to offer such instruction, with prior approval from the candidate's program supervisor.

HONORS

The department will grant honors based on the guidelines listed on the departmental web page.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

The Dickinson in South America Program which combines a month of study in Cuenca, Ecuador with five months study in Mendoza, Argentina is an integral part of the LALC major.

COURSES

The following course is offered in Querétaro (program has been suspended as of 2013):

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.

This course fulfills the DIV II social sciences distribution requirement and WR graduation requirement.

The following courses are offered in the Dickinson in South America Program:

203 Ecuador and the Andes: Culture, History and Society

This interdisciplinary class examines the culture, history, philosophy, and literature of Ecuador and the Andes. Students will explore topics such as social and value systems, environmental diversity, and colonial encounters. Special emphasis will be placed on identities through the lens of gender, ethnicity, and race. This class also includes a Spanish language component. Class trips will be made to selected areas of Ecuador that are of archaeological, cultural, and historical significance.

Prerequisites: SPAN 231 and acceptance into the Dickinson in South America program. This course is cross-listed as SPAN 252. Offered every semester.

Attributes: Comparative Civilizations, INST Latin America Course, Social Sciences (Division II)

204 Argentina in a Latin American Context

This class approaches Argentine reality from an interdisciplinary perspective, including culture, economic and social life, geography and history, and philosophical and social factors. It will examine the diversity of Argentine society in the context of Latin American political, social, and cultural developments. National and regional perspectives will be included as well. Class trips will be made to selected areas of the Mendoza region that are of cultural and historical significance.

Prerequisites: SPAN 231 and acceptance into the Dickinson in South America program. This course is cross-listed as SPAN 362. Offered every semester.

Attributes: Comparative Civilizations, INST Latin America Course

Latin American, Latino and Caribbean Studies Courses

101 Introduction to Latin American, Latino, and Caribbean Studies

A multi-disciplinary, introductory course designed to familiarize students with the regions through a study of their history, economics, politics, literature, and culture in transnational and comparative perspective. The purpose of the course is to provide a framework that will prepare students for more specialized courses in particular disciplines and specific areas of LALC studies.

Required of all LALC majors.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, Comparative Civilizations, Portuguese & Brazilian Studies

121 Introduction to Africana Studies

This interdisciplinary introduction to Africana Studies combines teaching foundational texts in the field with instruction in critical reading and writing. The course will cover Africa and the Atlantic Slave Trade, the creation of African Diasporic communities, the conceptualization and representation of Black culture and identity, and the intellectual and institutional development of Black and Africana Studies.

This course is cross-listed as AFST 100.

Attributes: Africana Studies Elective, Appropriate for First-Year, Comparative Civilizations, ES Discip Specializations Crs, Social Sciences (Division II)

122 Introduction to Caribbean Studies

The greater Caribbean region was at the center of the formation of the modern African Diaspora. Over the years, the Caribbean region has played an influential role in the development of social and cultural movements throughout the African Diaspora. This class will survey the Caribbean, examining its location, population, diversity, and significant role in shaping world events. Students will become familiar with the Caribbean region, its place as a site of empire, and the important role of key intellectuals who were foundational in developing anti-colonial and post-colonial black consciousness. The course will cover the following areas of inquiry: geography and sociology of the region, key theoretical concepts, leading intellectuals, transforming world events and cultural production.

This course is cross-listed as AFST 235.

Attributes: AFST - Diaspora Course, Appropriate for First-Year, Social Sciences (Division II)

123 Aspects of American Culture

Selected topics in American studies at the introductory level. The subject matter will vary from year to year dependent upon the interests of faculty and the needs and interests of students. Recent topics have included mass

media; health, illness, and culture; Latino/a U.S.A.; racial politics of popular music; Caribbean-American literary and visual cultures; Black feminisms.

This course is cross-listed as AMST 200, when topic is relevant, for example, Introduction to Latino Studies.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

200 Special Topics in Latin American, Latino, and Caribbean Studies

This course will offer special topics in LALC at the intermediate level.

Prerequisite dependent upon topic. Offered occasionally.

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.

This course is cross-listed as ANTH 222. Offered every other year.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Social Sciences (Division II)

230 Early Latin American History to 1800

Survey of pre-Columbian and colonial Latin American history. Students explore the major ancient civilizations of the Americas, the background and characteristics of European conquest and colonization, the formation of diverse colonial societies, and the breakdown of the colonial system that led to independence. The course includes both the Spanish and Portuguese colonies in the Americas from a comparative perspective.

This course is cross-listed as HIST 130.

Attributes: Appropriate for First-Year, Comparative Civilizations, INST Latin America Course, Social Sciences (Division II)

231 Modern Latin American History since 1800

Introduction to Latin American history since independence and the consolidation of national states to the recent past. Students explore social, economic, and political developments from a regional perspective as well as specific national examples.

This course is cross-listed as HIST 131.

Attributes: INST Latin America Course, Social Sciences (Division II)

239 Spanish for the 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 Global Health Care, Food Security, Immigration, and the delivery of health-care services to Limited-English-Proficient, Hispanic patients. Off-campus volunteer work with native Spanish speakers is required.

Prerequisite: 202 or above, or permission of instructor. This course is cross-listed as SPAN 239.

Attributes: Food Studies Elective, Health Studies Elective, NRSC Non-Div 3 Elective, Service Learning, Sustainability Connections

242 Brazilian Cultural and Social Issues

In this class students learn about a variety of aspects of Brazilian culture and social issues. While highly discussed topics in Brazil and about Brazil, such as carnival, malandragem, and jeitinho are examined, throughout the semester students explore three different types of encounters: Native encounters, African and Afro-Brazilian encounters, and gender encounters. Students analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class examines issues of representation related to marginalization, violence and banditry. In order to carry out the analysis of ideas and cultural representations and their development, students work with a variety of texts from different disciplines - literature, anthropology, sociology, history, and film - and follow an intersectional methodology.

This course is cross-listed as PORT 242. Offered every year.

Attributes: Appropriate for First-Year, Comparative Civilizations, Portuguese & Brazilian Studies

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, Latino and Caribbean Studies. This course is cross-listed as POSC 251.

Attributes: Comparative Poli Sci Course, INST Latin America Course, Social Sciences (Division II)

262 South American Archaeology

This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments?

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

Attributes: ARCH Area B Elective, Appropriate for First-Year, Comparative Civilizations, ES Env St Specializations Crs, Portuguese & Brazilian Studies, Social Sciences (Division II), Sustainability Connections

272 The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850

During several centuries of European colonization in the New World, a thriving slave trade forced the emigration of millions of Africans across the Atlantic—an immigration far larger than the simultaneous immigration of Europeans to the same regions. We will address not only the workings of the slave trade on both sides (and in the middle) of the Atlantic, but also the cultural communities of West and West-Central Africa and encounters and exchanges in the new slave societies of North and South America. Through examination of work processes, social orders, cultural strategies and influences, and ideas about race and geography, across time and in several regions, we will explore the crucial roles of Africans in the making of the Atlantic world.

This course is cross-listed as HIST 272. Offered every two years.

Attributes: AFST - Africa Course, AFST - Diaspora Course, AMST Struct & Instit Elective, Comparative Civilizations, Portuguese & Brazilian Studies, Social Sciences (Division II)

283 Latin American-U.S. Relations

A study of political, economic, and cultural relations between Latin America and the United States from the early 19th century to the present. The evolution of inter-American relations is analyzed in light of the interplay of Latin American, U.S., and extra-hemispheric interests.

This course is cross-listed as HIST 283.

Attributes: Social Sciences (Division II)

290 Brazilian Cinema

This class focuses on important examples of Brazilian cinema, as well as on critical episodes, manifestos, and challenges faced by Brazilian directors, screenwriters, and actors. The class will also analyze diverse periods and genres, such as chanchadas, Cinema Novo, and retomada. Particular attention will be paid to the representation of native Brazilians, Afro-Brazilians, women, and marginalized places (Backlands, favelas, etc.), and how their representation has had social and economic repercussions in Brazil. Taught in English. Available as a FLIC option in Portuguese.

This course is cross-listed as PORT 290 and FLST 290. Offered every two years.

Attributes: Humanities (Division I B)

295 Introduction to U.S. Latina/o Literature and Culture

This interdisciplinary introduction to Latina/o Studies discusses foundational historical, cultural, political, artistic, and literary texts of the U.S. Latina/o community. This class will cover diasporic movements and issues of identity, with a particular focus on the Mexican, Puerto Rican, Dominican, and Cuban-American diaspora.

Prerequisite: SPAN 231. This course is cross-listed as SPAN 295 and AMST 200.

Attributes: US Diversity

300 Special Topics in Latin American, Latino, and Caribbean Studies

This course will offer special topics in LALC at the advanced level.

Prerequisite dependent upon topic. Offered occasionally.

301 Topics in American Studies

Selected topics in American studies at the intermediate level. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field.

Prerequisite: AMST 201 or permission of the instructor. This course is cross-listed as AMST 301 when topic is relevant, for example, Caribbean Diasporic Identities.

304 Afro-Brazilian Literature

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

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

Attributes: AFST - Diaspora Course, Humanities (Division I B), Portuguese & Brazilian Studies, Writing in the Discipline

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.

Attributes: INST Spain Course

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: SPAN 305. This course is cross-listed as SPAN 321 and is taught in Spanish.

Attributes: Humanities (Division I B)

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 Ruben Dario, Jose Marti, 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: SPAN 305. This course is cross-listed as SPAN 331 and is taught in Spanish.

Attributes: INST Latin America Course

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: SPAN 305. This course is cross-listed as SPAN 341 and is taught in Spanish.

Attributes: Humanities (Division I B)

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: SPAN 305. This course is cross-listed as SPAN 350 and is taught in Spanish.

Attributes: US Diversity

351 U.S. Latina/o-Caribbean Literature

This course, taught in Spanish, provides a literary and interdisciplinary examination of the experience of members of the Latina/o-Caribbean diaspora in the United States (Cubans, Dominicans, Puerto Ricans, and Haitians). Stu-

dents will become familiarized with various theoretical perspectives on the artistic, social, political, and economic condition of Latina/o-Caribbean writers as producers of American culture. Attention will be given to understanding the ties between literary and social transformation in cultural production of the Latina/o-Caribbean diaspora.

Prerequisite: SPAN 305. This course is cross-listed as SPAN 351 and AMST 301.

Attributes: US Diversity, Writing in the Discipline

385 Topics in Latina/o Studies

This class, which will generally be taught in Spanish, studies significant cultural, literary, and historical topics concerning the U.S. Latina/o community. A sampling of topics includes: The Mexican-American Border; Nueva York, Diaspora City; U.S. Latinos: Between Two Cultures; Latina/o Poetry; New Latino Narratives; Latina Writers; Afro-Latino Cultural Production in the U.S., Semiotics and the Aesthetics of Latina/o Cinema.

Prerequisite: SPAN 305. This course is cross-listed as SPAN 385 and AMST 301 (when the topic is relevant).

Attributes: US Diversity

390 Senior 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: SPAN 305. This course is cross-listed as SPAN 410, when topic is relevant, and is taught in Spanish.

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.

Prerequisite: senior majors.

Law & Policy Curriculum

See [Policy Studies](#)

Mathematics Curriculum

MAJOR

Eleven courses:

170, 171, 211, 262, 270, 351, 361

One math course having 351 or 361 as a prerequisite

One additional math course numbered 301 or higher

Two mathematics electives numbered 201 or higher. One elective may be replaced by COMP 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

Five courses:

171 and 211, one of the three courses 325, 351 or 361 and two other courses numbered 201 or higher.

Possible tracks include:

Track 1: 170, 171, 211, 262, 270, 361;

Track 2: 170, 171, 211, 262, 351, elective;

Tracks 1 and 2 focus on theoretical mathematics.

Track 3: 170, 171, 211, 225, 270, 325. Track 3 focuses on statistics.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

There are many possible paths through the mathematics major. Which path to take depends on the student's prior coursework and placement. We present four models here. With careful planning, all four models allow the possibility for students to spend a semester or a year abroad.

Model 1 - MATH 151 as entry point (for students who place into 151)

First Year: 151, 170

Sophomore Year: 171, 211, 270, 262

Junior and Senior Years: 351,361, MATH electives

Model 2 - MATH 170 as entry point (for students with suitable pre-calculus preparation)

First Year: 170, 171

Sophomore Year: 211, 262, 270

Junior and Senior Years: 351,361, MATH electives

Model 3 - MATH 171 as entry point (for students with 170 credit)

First Year: 171, 270

Sophomore Year: 211, 262

Junior and Senior Years: 351,361, MATH electives

Model 4 - MATH 171 as entry point (for students with 170 and 270 credits)

First Year [Option 1]: 171, 211

First Year [Option 2]: 211, 262

Sophomore Year [Option 1]: 262, MATH elective

Sophomore Year [Option 2]: 171, MATH elective

Junior and Senior Years: 351,361, MATH electives

Students who are interested in applied mathematics should consider the electives 225, 241, 325, and 331 during their third and fourth years.

Note: Mathematics and Computer Science are one department but have been filed individually and alphabetically for ease of access.

MAJOR ADVISORS

A student wishing to declare a major should bring the appropriate major declaration form, available from the [Registrar's page](#), to the department chair. Based on the student's preferences, interests and current faculty advising loads the chair will assign one of the department faculty as the major advisor. Students are encouraged to meet with their major advisor at least once per term prior to course selection to discuss directions of study and how they align with future goals and plans.

HONORS

Departmental honors is the highest distinction that the Department can award to a Major. Majors who receive departmental honors will be those who demonstrate a broad mastery of the discipline as well as an ability to complete and present high quality research. A broad mastery of the discipline is demonstrated by a GPA of 3.40 or higher in all courses related to the major. The ability to complete high quality research is demonstrated by the completion of a yearlong research project. This project will be characterized by an independent and in-depth study of an advanced topic including a literature search, reading of original sources and a novel formulation of results. Finally, the ability to present such research is demonstrated by the preparation of an honors thesis, a public presentation and a successful defense of the work to the department faculty. Detailed [guidelines](#) can be found on the departmental web page.

COURSES

121 Elementary Statistics

An introduction to the science of collecting, organizing, analyzing, and interpreting data. The focus is on data presentation and statistical reasoning based upon the analysis of data sets. Topics include the study of sampling methods, observational and experimental studies, graphical and numerical summaries of data, probability, sampling distributions, significance testing, estimation, and simple linear regression. Does not count toward the major or minor in mathematics.

Students cannot take this course concurrently with 225. Students who have received credit for 225 cannot take this course for credit. Offered every semester.

Attributes: ARCH Area A Elective, ARCH Area B Elective, Appropriate for First-Year, ES Foundations of Env Sci Crs, Quantitative Reasoning

151 Introduction to Calculus

An introduction to limits and derivatives together with a review of polynomial, rational, trigonometric, exponential, and logarithmic functions.

Three hours of classroom and one and a half hour of lab per week. Prerequisite: departmental placement. Offered every semester.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Quantitative Reasoning

170 Single Variable Calculus

The study of real-valued functions, including transcendental functions, limits, derivatives and their applications, the definition of the Riemann integral, and the Fundamental Theorem of Calculus.

Three hours of classroom and one and a half hour of lab per week. Prerequisite: 151 or departmental placement. Offered every semester.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Quantitative Reasoning

171 Multivariable Calculus

Multivariable calculus including parametric and polar equations, vectors, three-dimensional analytic geometry, vector-valued functions, functions of several variables, partial derivatives, and multiple integrals. Additional topics if time permits.

Three hours of classroom and one and a half hour of lab per week. Prerequisite: 170 or departmental placement. Offered every semester.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Quantitative Reasoning

201 Special Topics

Topics to be announced when offered.

Prerequisite: permission of the instructor. One-half or one course credit.

202 Special Topics

Topics to be announced when offered.

Prerequisite: permission of the instructor. One-half or one course credit.

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: 170 or COMP 131 or departmental placement. Offered every semester.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Writing in the Discipline

225 Probability and Statistics I

An introduction to the core topics of probability and statistics. Topics include discrete and continuous random variables, joint distributions, expectation, variance, random sampling from populations, hypothesis tests, and confidence intervals.

Prerequisite: 171. Offered in even numbered fall semesters.

Attributes: ARCH Area A Elective, ARCH Area B Elective, ES Foundations of Env Sci Crs

241 Numerical Methods

An introduction to numerical methods for solving mathematical problems. Topics chosen from interpolation, numerical differentiation and integration, solutions to linear and nonlinear systems, numerical solutions to differential equations and related topics.

Prerequisite: Completion of two of the following courses: 170, 171, 211 and 270. This course is cross-listed as COMP 241. Offered in even numbered spring semesters.

Attributes: ES Foundations of Env Sci Crs

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. Offered every semester.

Attributes: ES Foundations of Env Sci Crs

270 Integration and Infinite Series

The study of methods of integration, applications of the integral, elementary differential equations, and infinite sequences and series.

Prerequisite: 171 or departmental placement. Offered every spring.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs

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: 171 and 270. Offered in odd numbered fall semesters.

301 Special Topics

Topics to be announced when offered.

Prerequisite dependent upon topic. One-half or one course credit.

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. This course is cross-listed as COMP 314. Offered every spring.

325 Probability and Statistics II

A continuation of Introduction to Probability and Statistics I. Topics include additional discrete and continuous distributions, conditional distributions, additional hypothesis tests, simple linear regression and correlation, multiple linear regression, analysis of variance, and goodness of fit tests. Special topics may include nonparametric tests, nonlinear regression, and time series analysis.

Prerequisites: 171, 225 and completion of, or concurrent registration in 270. Offered in odd numbered spring semesters.

Attributes: ES Foundations of Env Sci Crs

331 Operations Research

An introduction to deterministic operations research, including linear programming, sensitivity analysis, and duality. Special topics may include transportation and assignment problems, network models, integer programming, and game theory.

Prerequisite: 262. This course is cross-listed as COMP 331. Offered in odd numbered fall semesters.

Attributes: ES Foundations of Env Sci Crs

351 Abstract Algebra

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 Real Analysis

A theoretical development of the basic ideas and concepts of real analysis. Topics include a study of real numbers, sequences, limits and continuity, differentiation and integration. Optional topics include infinite series, sequences and series of functions, and an introduction to point-set topology.

Prerequisite: 171, 262 and 270. Offered every fall.

401 Special Topics

Topics to be announced when offered.

Prerequisite dependent upon topic. One-half or one course credit.

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 and Early Modern Studies Curriculum

GENERAL INFORMATION

Medieval & Early Modern Studies offers a multidisciplinary approach to European cultures and civilizations from late antiquity (ca. 500) to the beginning of the Enlightenment (ca. 1750). The major incorporates materials and methodologies from the fields of English, history, art, music, philosophy, religion, classical studies and foreign language. Students in the program have considerable flexibility in the design and focus of their courses of study.

MAJOR

Eleven courses:

MEMS 200

Core courses: **five** courses including HIST 105 and 106, and three courses focused in the time frame or on MEMS theory, one each in Music, Art & Art History and literature in any language

Cluster courses: **four** courses on a topic decided in consultation with a MEMS advisor, in more than one department and including courses above the 100 level

Senior research: MEMS 490

Double Major:

Through careful planning students can complete a double major in MEMS and another field (Art History, History, Music, Religion, various languages) within a standard four-year program.

MINOR

Medieval option:

- MEMS 200
- 4-course cluster: four courses on a topic decided in consultation with a MEMS advisor and approved by the MEMS coordinator, in more than one department and including courses above the 100-level. Three of the courses should provide a significant component of material relevant to the medieval era, while the fourth course must be concerned primarily with the early modern era
- HIST 105 (Medieval Europe)

Early Modern Option:

- MEMS 200
- 4-course cluster: four courses on a topic decided in consultation with a MEMS advisor and approved by the MEMS coordinator, in more than one department and including courses above the 100 level. Three of the courses should provide a significant component of material relevant to the early modern era, while the fourth course must be concerned with the medieval era.
- HIST 106 (Early Modern Europe to 1799)

ADVISING

Students choose an advisor from participating faculty. The advisor's responsibility will be to ensure that the student's "cluster courses" have an appropriate depth and academic level; i.e., a cluster cannot be composed of four courses at the 100-level, or four courses from one department. The advisor will also guide the student in developing the cluster with an eye toward The Senior Experience (MEMS 490, see below).

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

There is no standard “path” through the Medieval & Early Modern Studies major. MEMS 200, Discourse and Methods in Medieval & Early Modern Studies, is the introductory methods course, but, from there forward, students find their own directions. For this reason, it is especially important that interested students contact professors in the program to discuss their interests and seek advice. Please contact the Medieval & Early Modern Studies Chair for guidance.

HONORS

Honors in MEMS is a semester-long independent study (MEMS 490) undertaken by a senior MEMS Major on a focused research topic. Students who plan to pursue MEMS in graduate school are particularly encouraged to apply. An honors project can help a student develop valuable research skills for graduate work, as well as demonstrate to prospective graduate programs an ability to pursue in-depth research.

Junior Majors in the MEMS program may apply to attempt to earn Honors. Departmental (or Program) Honors is the highest award a department/program at Dickinson can bestow. The receipt of honors is recorded on the graduate’s diploma. It is achieved only under the following conditions:

1. A minimum GPA of 3.4 in MEMS coursework at the time of application (this is a college-wide standard for “departmental” honors). Consideration of a lower GPA must have the support of the MEMS faculty, and approval from the College Committee on Academic Standards (APSC).
2. During the spring of the Junior Year, by the Friday a week after the last day of classes, each applicant submits a 2-3 page proposal (double spaced) accompanied by a 1-2 page preliminary bibliography. The proposal outlines an independent research project that shows exceptional promise and sophistication. The student electing to pursue MEMS honors must do so as a MEMS 490 Senior Project, which will be graded and counted towards graduation regardless of whether Honors is awarded or not. The proposal should be submitted to the MEMS coordinator/chair, and should include the name(s) of the advisor(s). The MEMS coordinator/chair then circulates the proposal among the MEMS faculty for approval prior to the end of spring exams.
3. If the student’s proposal is accepted by the MEMS faculty, the student is identified as a Candidate for Honors. Each Candidate will work with a Departmental advisor (and at least one other MEMS faculty, as appropriate) during the fall or spring semester of Senior year, and will produce a research paper.
4. At a designated time during the end of the semester in which the student is enrolled in MEMS 490 (and no later than the last day of classes), each candidate will submit a final paper, at least 30 pages in length (and no more than 50), which is bound and kept on file in the College Archives. Following submission of the revised paper, at the latest, three (3) additional and appropriate MEMS faculty are asked by the thesis advisor to serve as readers, and given sufficient notice and time to read and critique the paper. The student and readers then meet, and the student is expected to present, discuss, and defend his/her work.

N.B.: it is the responsibility of the student’s principal advisor to enlist the readers, and to organize the oral defense, both in a timely manner; however, the readers alone will decide whether to grant honors or not.

5. Immediately following the oral defense, the three readers confer and decide whether or not to award Honors. Honors are not awarded automatically, and are awarded only when there is a consensus or majority vote among the three (3) MEMS readers.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Dickinson Study Abroad programs provide MEMS students with the opportunity for intensive academic experience in several Dickinson-sponsored sites:

- Bologna, Italy
- Bremen, Germany
- Mendoza, Argentina
- Norwich, England
- Toulouse, France
- Málaga, Spain

CO-CURRICULAR ACTIVITIES/PROGRAMS

There are many programs, lectures, residencies, and activities co-sponsored by MEMS and participating academic departments. Students should consult the College Calendar for these events throughout the academic year, as well as the website for MEMS and participating departments.

COURSES

200 Discourse and Methods in Medieval & Early Modern Studies

Sophomore methods course for the major in Medieval & Early Modern Studies. This is a team-taught, interdisciplinary course, with topics and faculty rotating among the participating departments. Each course will be offered under the umbrella of a single topic, such as a city, a subject, an idea. An introduction to critical and historical methods and discourses within the discipline of Medieval and Early Modern Studies, including reading, critique, research, and interpretation.

490 The Senior Experience

Senior Projects and Research in Medieval & Early Modern Studies. Seniors in the major will work independently with a director and a second faculty reader (representing another discipline in the major) to produce a lengthy paper or special project which focuses on an issue relevant to the cluster of courses taken previously. Under the direction of the program coordinator, students will meet collectively 2 or 3 times during the semester with the directors (and, if possible, other MEMS faculty) to share bibliographies, research data, early drafts, and the like. This group will also meet at the end of the semester to discuss and evaluate final papers and projects.

Prerequisite. 200; four-course "cluster."

CORE AND CLUSTER COURSES

ARTH 101 Introduction to the History of Art

ARTH 102 Introduction to the History of Art

ARTH 205 Topics in Arth History

ARTH 212: Michelangelo: Man and Myth

ARTH 213: Gothic Pilgrimage

ARTH 215: Seventeenth-Century Dutch and Flemish Art

ARTH 300 Italian Renaissance Art 1250-1450

ARTH 301 Italian Renaissance Art 1450-1563

ARTH 391 The Arts in Late Gothic Europe

CLST 100 Greek and Roman Myth

CLST 253 Roman History

ENGL 101 Topics [Shakespeare's Comedies; Shakespeare's Tragedies; Medievalism from J.R.R. Tolkien to Game of Thrones]

HIST 105 Medieval Europe

HIST 106 Modern Europe to 1815

HIST 121 Middle East to 1750

HIST 130 Latin American History I

HIST 213 Topics in European History [The Crusades]

HIST 222 Feudal Europe

HIST 223 Renaissance Europe
HIST 228 Italian History from the Middle Ages to the Enlightenment [offered only in Bologna]
HIST 243 English/British History I [55BC to 1688]
HIST 247 Early American History
HIST 253 History of Russia I
HIST 259 Islam
HIST 272 The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850
HIST 280 Medieval and Renaissance Women
HIST 311 Studies in American History [Violence and Colonialism]
HIST 313 Studies in European History [Scientific Revolutions]
ITAL 321 Food and Culture in Medieval and Renaissance Italy
ITAL 322 Dante's Divine Comedy (in English)
ITAL 400 Senior Tutorial in Italian Studies [Boccaccio's Decameron]
JDST 216 Kabbalah [crosslisted as RELG 260]
LATN 234 Ovid
LATN 241 Early Christian Latin
LATN 242 Virgil, Aeneid
LATN 243 Lucretius
LATN 343 Lyric and Elegy
LATN 352 Satire
MEST 200 Art and Architecture of the Islamic World
MUAC 101 History of Music to 1750
MUAC 352 Seminar in Early Music
PHIL 202 Philosophy in the 17th and 18th Centuries
RELG 103 Hebrew Scripture
RELG 107 New Testament in Context
RELG 212 History of Christianity from Margin to Center
RELG 214 History of Christianity: Reform and Modernity
RELG 259 Islam
RELG 312 Topics in the History of Christianity [Eastern Orthodox Christianity]
SPAN 310 Studies of the Iberian Middle Ages
SPAN 311 Pre-Columbian and Colonial Spanish-American Texts
SPAN 320 Spanish Golden Age Texts
SPAN 373 Spanish and Hispanoarab Art [offered in Malaga]
SPAN 380 Topics in Hispanic and Luso-Brazilian Studies [History of the Spanish Language]
SPAN 410 Senior Seminar in Hispanic Literature [Cervantes' Don Quixote]

Middle East Studies Curriculum

MAJOR

12 courses consisting of the following:

Two years of Arabic or modern Hebrew (4 courses)

HIST 121: Middle East to 1750

HIST 122: Middle East since 1750

One social science course in another discipline (3 courses)

Three humanities courses (3 courses)

One additional elective

(NOTE: one of these electives to be in a country that is not the focus of the language study.)

Senior Research (1 course)

Senior research includes a senior workshop consisting of three 75-minute meetings in the first two weeks of the semester to help MEST seniors reflect on different disciplinary approaches to a contemporary issue.

The following courses will count toward the major. Relevant courses under the rubric of “topics” in various departments will also meet major requirements:

ARBI 101: Elementary Arabic

ARBI 102: Elementary Arabic

ARBI 201: Intermediate Arabic

ARBI 202: Intermediate Arabic

ARBI 360: Topics in Arabic Language and Culture

HEBR 101: Elementary Modern Hebrew

HEBR 102: Elementary Modern Hebrew

HEBR 201: Intermediate Modern Hebrew

HEBR 202: Advanced Modern Hebrew

HEBR 231: Hebrew Conversation and Composition

HEBR 232: Topics in Hebrew Literature

HEBR 331: Topics in Hebrew Literature and Israeli Culture

HIST 121/MEST 121: Middle East to 1750

HIST 122/MEST 122: Middle East since 1750

HIST 213: The Age of the Crusades

HIST 259/RELG 259/MEST 259: Islam

HIST 315: Modern Iran

HIST 371/MEST 371: The Arab-Israeli Conflict

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

POSC 277/MEST 266: International Politics of the Middle East

POSC 290/: Comparative Politics of the Middle East

POSC 290/MEST 264: Politics, Society and Culture in Israel

RELG 247/MEST 250: Saints and Demons

RELG 312: Christianity in the Middle East

RELG 313: Eastern Orthodox Christianity

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The MEST major was designed with the hope and expectation that all of our students would spend one or two semesters in the Arab world or Israel. As a result, we developed the curriculum so that a student who did spend one/two semesters abroad could complete all the requirements for the major, as long as she or he followed a few guidelines.

The guidelines are written for the entering student who may want to major in MEST. Rather than specify the courses that you “must” have in a given semester, the following are general guidelines regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major – this provides maximum flexibility in your junior and senior years.

First Year

Fall Semester: MEST/HIST 121, and Arabic or Hebrew

Spring Semester: MEST/HIST 122, Arabic or Hebrew, and MEST elective in humanities or social science

Sophomore Year

Arabic or Hebrew (complete language requirement: 4 semesters)

One MEST elective in humanities or social science

One additional elective to be in a country that is NOT the focus of the language study

MEST general electives: please refer to the MAJOR section of the Academic Bulletin: Middle East Studies.

Junior Year

MEST general electives: refer to the MAJOR section of the Academic Bulletin: Middle East Studies.

Arabic or Hebrew

Recommend one semester or full year in study abroad program

Senior Year

Senior research

Finish all other MEST requirements (core courses, electives, language as needed)

Arabic or Hebrew

For information regarding the suggested guidelines, please feel free to contact a MEST faculty member and discuss with your advisor. Students not following these guidelines may still be able to study abroad and still complete the major, but will face a more demanding senior year.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students should consult with the program coordinator and the [Center for Global Study and Engagement](#) to determine suitable opportunities for off-campus study. For students taking Arabic, Dickinson has a Partner Program with the American University in Cairo. For students taking Modern Hebrew, Dickinson has a Partner Program with the Jewish Theological Seminary in New York City.

CO-CURRICULAR ACTIVITIES/PROGRAMS

Middle East Studies offers films and lectures that are coordinated with the core courses, but which are open to the entire community, often in cooperation with the participating departments.

COURSES

121 Middle East to 1750

The rise of Islam, the development of Islamic civilization in medieval times and its decline relative to Europe in the early modern era, 1500-1750.

This course is cross-listed as HIST 121.

Attributes: Appropriate for First-Year, Comparative Civilizations, INST Middle East/N Africa Crse, Social Sciences (Division II)

122 Middle East since 1750

Bureaucratic-military reforms of the 19th century in Egypt and the Ottoman Empire, European imperialism, regional nationalisms, contemporary autocratic regimes, and the politicization of religion.

This course is cross-listed as HIST 122.

Attributes: Appropriate for First-Year, INST Middle East/N Africa Crse, Social Sciences (Division II)

200 Selected Topics in Middle East Studies

The subject matter will vary from year to year dependent upon the expertise of faculty and the needs and interests of students.

Attributes: Appropriate for First-Year

231 The Arab-Israeli Conflict

A study of conflict through four phases: the early stages of the Zionist movement and its impact in Ottoman Palestine to 1917; Zionist immigration and settlement and Arab reaction during the Mandate period; the creation of Israel and its wars with the Arab states to 1973; and the rise of a Palestinian Arab nationalist movement and the challenges it poses to Arab states and Israel.

This course is cross-listed as HIST 371.

Attributes: INST Middle East/N Africa Crse, Social Sciences (Division II)

233 U.S. Public Diplomacy in the Arab World

This course introduces the students to the theory and practice of U.S. public diplomacy in the Arab world from a historical and a comparative perspective, looking at past challenges, successes and failures. The course examines the role of public diplomacy in the context of U.S. strategic interests in the region, U.S. efforts to promote democratic governance in the Arab world through the use of public diplomacy tools including traditional and new media, cultural exchanges, and educational programs. Students will debate whether public diplomacy should be integrated into the policy-making process, and how it could complement traditional diplomacy and advance political, military, and economic policies.

Attributes: AMST Struct & Instit Elective, INST Middle East/N Africa Crse, Security Studies Course, Social Sciences (Division II)

234 Middle Eastern American Communities

This interdisciplinary course considers the history of Middle Eastern American communities, and the related development of "Islamophobia." We survey the history of the diverse immigrant communities that trace their heritage to a vast region of the world, the variously defined "Middle East." In the 1990s, Islamophobia emerged as a controversial concept after decades of discussion around Orientalism and anti-Arab racism. Today, some see

Islamophobia as a catch-all concept for discrediting necessary anti-terrorism measures like profiling, surveillance, and wiretaps. Others see Islamophobia as fitting into a pattern of racialized scapegoating, where people experience violence and discrimination. Topics for discussion include ethnic group and identity formation, the “war on terror,” connections between domestic and international US policy, and civil rights advocacy.

This course is cross-listed as SOCI 234. Offered every two years.

Attributes: AMST Struct & Instit Elective, Middle East Social Science, Social Sciences (Division II), US Diversity

241 Romantic Orientalism & Its Critics

Ever since Byron returned from Ottoman Greece and Ali Pasha’s Albania in 1811, British culture has sought to interpret the “mysterious” East in ways that were as complex as they were contradictory. Romantic orientalism emerged out of the effort to describe Arabic (and especially Islamic) culture in ways that reflected not only reality but also the biases of the Europeans who did the describing: religious, political, social, and aesthetic. Our course will begin with examples of Romantic Orientalism--The History of Nourjahad, Vathek, and Byron’s own The Giaour--and will then read contemporary critiques of these works (Samuel Johnson, Oliver Goldsmith, Maria Edgeworth) as well as more recent critics: Felicity Nussbaum, Adam Potkay, and Marilyn Butler. We will then read Eastern works that have had a more direct influence on our own times: The Arabian Nights, the poems of Rumi, and works of contemporary fiction and poetry by Elias Khoury, Naguib Mahfouz, Adonis, and others. Finally, we will consider film and media images of the Arab and Islamic world that have contributed to a more contemporary American version of orientalism, and we will examine the Arab world’s view of these same images and stereotypes: evil sultans, alluring harems, violent terrorists. We will also consider the possibility of an occidentalism that parallels the excesses and confusions of orientalism. Our goal in all of our work will be to see the world once called “The Orient” reflected, refracted, and reimagined by Western and Eastern viewers. Along the way we will seek to understand how literary texts can help us to understand the complexities of different cultures. Two essays and a final exam.

This course is cross-listed as ENGL 370.

Attributes: Comparative Civilizations, Post-1800 English Course

250 Saints and Demons

This course will examine the complex relationship of Jews and Muslims in the Middle East and North Africa, from the dawn of Islam through the 20th century, drawing upon religious studies, cultural historical and ethnographic perspectives. We will examine sources from the “high” traditions of both religious community, and spend the bulk of the semester closely examining “popular” traditions--such as saint veneration and spirit possession--which will challenge the idea that Jewish and Muslim ritual and practice are wholly separate and distinct.

This course is cross-listed as RELG 247 and JDST 247. Offered every two years.

Attributes: Comparative Civilizations, Humanities (Division I A), Judaic Studies Elective, Middle East Social Science, Religion - Western Traditions

259 Islam

An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times.

This course is cross-listed as HIST 372 and RELG 259.

Attributes: Comparative Civilizations, Humanities (Division I A), INST Middle East/N Africa Crse, Social Sciences (Division II)

260 Media & Politics in the Middle East & North Africa

Together we will try to answer the questions: What roles do media technologies and practices (particularly new digital technologies) play in the politics of Middle Eastern and North African (MENA) countries? How do states respond to the challenges and opportunities presented by changes in the communication ecosphere? We will study the development of mass media and its regulation in the MENA region. Students will collaborate to produce presentations for the class on particular problems in the role of media in politics and society, and will also complete individual critical and reflective works. The class will make extensive use of digital and social media, seeking to understand their political and social impact partly through first-hand experience.

This course is cross-listed as POSC 260. Offered every two years.

Attributes: Comparative Civilizations, INST Middle East/N Africa Crse, Political Science Elective, Social Sciences (Division II)

261 Authoritarianism & Change in the Middle East & North Africa

This course will examine the most important features of the different varieties of authoritarian regimes in the Middle East & North Africa (MENA) and seek to explain the different outcomes of popular uprisings against them and other pressures to reform. Participants will study the range of governing institutions and traditions among modern MENA regimes. Students will learn to analyze competing explanations for the persistence of authoritarianism in the region—for example: explanations derived from culture; from abundant hydrocarbons resources; from colonialism; and from historical institutions—as well as the prospects for the spread of more democratic government in the region.

This course is cross-listed as POSC 261.

Attributes: Comparative Civilizations, Comparative Poli Sci Course, Social Sciences (Division II)

262 Zionism: Ideology, Institutions, Cultures & Contestations

This course aims to provide students with a multi-dimensional understanding of Zionism as a political ideology that found its expression in the creation of a state, the establishment of a particular set of economic and cultural institutions as well as in the creation of new conceptions of land, space, and group interaction. At once a future-oriented revolutionary ideology and revivalist movement based on the idea of returning to an ancient homeland, the significance of Zionism in 20th and 21st centuries cannot be understated. Zionism (or rather, Zionists), produced a state Israel whose foundation has roiled politics in the Middle East until today. This course will look at the particular historical circumstances that gave rise to Zionism in the late 19th century, Zionist institutions, political culture and dominant historical narratives. The course will conclude with a detailed examination of more contemporary critics of Zionism both from within Israel and outside of it.

This course is cross-listed as POSC 290 and JDST 262.

Attributes: Appropriate for First-Year, Comparative Civilizations, Humanities (Division I A), Judaic Studies Elective, Political Science Elective, Social Sciences (Division II)

264 Politics, Society & Culture in Israel

This course provides an overview of the major political, social, and cultural forces that have shaped, and continue to shape, modern Israel. It covers the origins of the Zionist movement, political leadership, foreign relations, parties, the electoral system and the Israeli-Palestinian and Israeli-Arab conflict more broadly. In society, it focuses on the major cleavages in Israeli society, civil society, consumerism, as well as the impact of the Holocaust and the role of the Israel Defense Forces. The cultural component centers largely on poetry, short stories and changes in popular music. The course is intended to add nuance and depth to the often one-dimensional portrayal of Israel in the media and provide students with the analytical tools to better understand events in the Middle East.

This course is cross-listed as POSC 264 and JDST 264.

Attributes: Appropriate for First-Year, Comparative Civilizations, Comparative Poli Sci Course, Humanities (Division I A), Judaic Studies Elective, Social Sciences (Division II)

266 International Politics of the Middle East

This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics.

This course is cross-listed as POSC 277 and INST 277.

Attributes: Comparative Civilizations, INST Middle East/N Africa Crse, Security Studies Course, Social Sciences (Division II)

270 Middle Eastern Christianity: Its Rich Past, Its Uncertain Future

Since its inception Christianity has existed in the Middle East. There it expanded even before it attained legal status in the early fourth century. There it experienced both consolidation and division as a result of the ecumenical councils. There it has been interacting with Islam for fourteen centuries. There it has encountered the various forms of Western Christianity that encroached on its territory. And there it is struggling to survive despite continual emigration, cultural marginalization, and increasing persecution. In this course we will trace the evolution of the Christian communities in the Middle East (Assyrian, pre-Chalcedonian and Chalcedonian Orthodox, Catholic, and Protestant), analyze contemporary challenges to their survival, and examine their diasporic displacement, especially to western Europe and North America.

This course is cross-listed as RELG 270.

Attributes: Humanities (Division I A), Middle East Humanities, Religion - Western Traditions

272 Islam and the West

This course examines the contemporary relationship between the Islamic world and the Western world. In recent years, many interpretations of this relationship have developed, with some claiming a clash of civilizations is underway. The course critically engages the rapidly growing literature on this topic, while providing an introduction to the sociology of religion, an examination of so-called Western values and their Islamic counterparts, an analysis of key moments in recent history, and finally a survey of minority Muslim communities in the West.

This course is cross-listed as SOCI 272. Offered every year.

Attributes: AMST Struct & Instit Elective, Comparative Civilizations, Middle East Social Science, Social Sciences (Division II)

280 Political Economy of the Middle East

This course aims to help students gain a more nuanced understanding of the issues and problems facing the economies of the Middle East. To do so, we will review the region's history to introduce the institutional, religious, social, political and economic factors that have led to the current economic conditions and developmental problems in the region; make an introduction to the theoretical and conceptual frameworks such as human development, the political economy of oil, political Islam, alternative banking systems, the role of the state in the economy; apply the theoretical and conceptual frameworks to the analysis of the current economic and social ills such as unemployment, inflation, high dependency ratio, low trade levels; gender inequalities, civil wars; examine scenarios for the future with an emphasis on the human development framework. In our analysis, we will pay special attention of the Middle East's place in the global world economy. To understand the economic relations of the

countries in the region with each other and the rest of the world, we will introduce and discuss the concepts of regional integration, trade and financial liberalization, structural adjustment programmes, economic restructuring and internal and external migration including brain drains, economic roots of terrorism.

This course is cross-listed as ECON 214.

Attributes: Social Sciences (Division II)

490 Middle East Studies Research Seminar

Selected topics in Middle East Studies at the advanced level, designed for Senior research. The subject matter will vary. May be cross-listed with seminars in related programs.

Prerequisite: dependent upon topic. Offered occasionally.

Military Science Curriculum

GENERAL INFORMATION

Participation in military science courses during the first and sophomore years results in no military obligation. Individuals who elect to continue in and successfully complete the program during their junior and senior years can receive a commission as a second lieutenant in the U.S. Army, National Guard or Army Reserves upon graduation. Upon graduation and commission, they will incur an eight year service obligation.

CERTIFICATION

Army ROTC Global Preparedness Certificate

Students who meet the following requirements will receive notation on their transcript at graduation that they have completed a Global Preparedness Certificate:

1. All current requirements of the U.S. Army ROTC curriculum;
2. Study of a foreign language - preferably, but not limited to, the critical languages of Arabic, Chinese and Russian through the intermediate level;
3. Study at a non-US, Dickinson approved site for at least a semester -preferably a year - and where feasible, housing with a host family;
4. Complete all requirements for the Security Studies Certificate (note: students will not earn both certificates).

COURSES

101 Introduction to Military Leadership I

A first-look at the challenges of adaptive leadership in a complex world. Students are introduced to complex problems and tasked with developing their own solutions using critical thinking skills. Students will learn how to deal with outcome-based training in which they are given a desired result, and must find solutions that are acceptable, reasonable and feasible for the situation. Areas of interest include an introduction to Army leadership, values, customs and courtesies, basic Army formations, land navigation and tactics all of which form the foundation for a career of service to the nation as a U.S. Army Officer.

No course credit. Pass/Fail grade given. Open to all Dickinson students.

Attributes: Appropriate for First-Year

102 Introduction to Military Leadership II

A critical inquiry into the evolution of the relationship between military policy and the foreign and economic policies of the United States. A careful study of military history designed to foster in the student a balanced judgment of both political leaders and Soldiers and of their mutual problems in the conduct of military affairs in peace and war. By means of both written and oral presentations regarding the history of military art, battle history, technical studies and the relationship of the armed forces with society, students will be encouraged to develop a habit of critical reflection. To complement their investigation of military history, students will receive practical instruction in the application of military art and basic Soldier skills.

Prerequisite: 101 or permission of instructor. One full course credit. Open to all Dickinson students.

201 Foundations of Military Leadership I

Students will explore the dimensions of creative and innovative leadership strategies, leadership styles by examining team dynamics and historical leadership theories that form the basis of leadership framework and theory. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values, attributes and norms through an understanding of leadership roles, the hierarchy of leadership, duties and responsibilities while learning to train, motivate and groom subordinates leaders. Students will complete leadership case studies and provide tangible context for learning dynamic leadership theory.

No course credit. Pass/Fail grade given. Open to all Dickinson students.

202 Foundations of Military Leadership II

Students will expand their knowledge of leadership principals and theory while exploring military historical leaders, situational leadership, adaptive leadership and transformational leadership. During this course students will learn to lead individuals and teams while understanding how to motivate individuals to complete a common goal. Students will further learn effective writing skills and understanding how to write operational requests, official memorandums, policies and evaluations. The capstone of this course will be to evaluate themselves as leaders, identify and compare the leadership principals of a historical leader.

Prerequisite: 201 or permission of instructor. One full course credit. Open to all Dickinson students.

301 Adaptive Military Team Leadership

Challenges Students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Students continue to develop their leadership and critical thinking abilities. The focus is developing Students' tactical and organizational leadership abilities to enable them to succeed at ROTC's Cadet Leader Course.

No course credit. Pass/Fail grade given.

302 Applied Military Team Leadership

Students are required to apply creative and innovative solutions to complex problems. Students will apply basic principles and skills developed throughout this course as it pertains to decision-making, motivating and leading small organizations. Aspects of historical military operations are reviewed and evaluated as a means of preparing students for small unit leadership and ROTC's Cadet Leader Course. Students are expected to apply the basic principles of Army training methodology, the Law of Land Warfare and military troop leading procedures. Examines the importance of ethical and moral decision making in establishing a positive climate that enhances overall team performance. Emphasis is placed on student ability to communicate effectively through written and oral presentations.

Prerequisite: 301. One full course credit.

401 Adaptive Military Leadership

Develops Cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC Cadets. Lessons on military justice and personnel processes prepare Cadets to make the transition to Army officers. MISC 401 Cadets analyze, evaluate, and instruct Cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MISC 401 Cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

One course credit. Meets two hours per week each semester. Prerequisites: MISC 302.

402 Military Leadership in a Complex World

Explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing Cadets for their first unit of assignment. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. No course credit.

Meets two hours per week each semester. Prerequisite: MISC 401.

Modern Greek Curriculum

COURSES

107 Intensive Modern Greek I

This is an intensive, specialized course targeting entering archaeology students considering participation in the summer field school at Mycenae. The goals are to prepare them to communicate in Modern Greek at a basic level while living and excavating at Mycenae and to enhance their experience with the local people and culture, both on- and off-site. The course teaches a basic oral command and understanding of Modern Greek, including a basic vocabulary of commonly used words and idiomatic expressions, as well as some specialized, professional or technical terms specific to archaeology. At the same time, the course is comprehensive; it covers speaking, listening comprehension, reading, and some writing. Additional on-site summer instruction will aim at further developing oral communication skills.

Required for entering students to the D.E.P.A.S. of Mycenae field program; does not fulfill the College foreign language requirement.

108 Intensive Modern Greek II

An intensive, specialized course aimed at maximally preparing archaeology students returning to Mycenae to function effectively as trench assistants and trench masters at a Greek excavation as well as enabling them to function more comfortably in Greek culture. The course significantly advances students' reading, writing, and speaking skills in Modern Greek, especially in further developing the specialized vocabulary necessary for archaeology professionals. Additional on-site summer instruction will aim at enhancing communication and research skills in Modern Greek.

Prerequisite: MGRE 107; required for students returning to the D.E.P.A.S. of Mycenae field program; does not fulfill the College foreign language requirement. Offered every spring.

Music Curriculum

MAJOR

Core Curriculum:

101, 102, 125, 126

One course from MUAC 206, 209, 210, 221

One course from MUAC 345, 352, 353, 354, 355

MUAC 401

All majors are required to participate for two complete semesters in one or more department ensembles (MUEN courses) to fulfill the ensemble requirement for the degree. Majors are also expected to participate in ensembles every semester in residence on campus

Students participating in MUSC ensembles will receive .25 credit per semester of co-curriculum involvement. Students will be graded on CR/NC grade type.

Students may complete the Arts requirement after **four semesters (1.0 course) of involvement in the same music ensemble:**

- an instrumental ensemble (DICE, Jazz, Orchestra or Chamber music)
- a vocal ensemble (Choir, Collegium, Chamber music (with a vocal component))
- chamber music

Musical Studies Emphasis (10 total courses):

Seven-course core

Three additional courses from the following:

MUAC 131 & Composers' Forum

MUAC 206

MUAC 209

MUAC 210

MUAC 221

MUAC 231 & Composers' Forum

MUAC 232 & Composers' Forum

MUAC 245

MUAC 246

MUAC 251

MUAC 331 & Composers' Forum

MUAC 332 & Composers' Forum

MUAC 335/336

MUAC 345

MUAC 352/353/354/355

MUAC 431 & Composers' Forum

MUAC 432 & Composers' Forum

One full credit of performance at the MUPS 200-level or higher (.5 credits may be coupled if semesters are consecutive and the instrument is the same)

Music History/Theory Emphasis (11 total courses):

Seven-course core

MUAC 245, 246

One additional course from 206, 209, 210, 221

One additional course from 345, 352, 353, 354, 355

Music Performance Emphasis (13 total courses):

Seven-course core

MUAC 245, 246

MUPS 323 and 324

MUPS 423 and 424

Music performance majors must pass an upper divisional performance examination at the end of 224, in order to remain in the performance emphasis. Majors with this emphasis who wish to apply for study abroad in the junior year must have their advisor's permission before the end of fall semester, sophomore year to pursue the Performance Studies emphasis. Once declared, music performance majors are required to participate in ensembles every semester in residence on campus.

Music Composition Emphasis (11 total courses):

101, 102, 245, 246

One of the following: 345, 352, 353, 354, 355

231 (0.5 credit)

232 (0.5 credit)

233 (0.5 credit)

234 (0.5 credit)

333 (0.5 credit) or 334 (0.5 credit)

335 (0.5 credit) or 336 (0.5 credit)

401

435 (1 credit)

One elective from the following: 206, 209, 221, 251, 345, 352, 353 or 354, 355 (if not already completed above)

MINOR

Six courses:

1. The student's choice of one full introductory sequence, either MUAC 101 and 102 or 125 and 126.
2. Four full-credit electives to be drawn from the following eligible courses:

MUAC 101, 102, 115, 125, 126, 131 & 133/134, 206, 209, 221, 231/232 & 233/234, 245, 246, 251, 253, 331/332 & 333/334, 345, 352, 353, 354, 355, 431/432. (NOTE: Composition courses taken in consecutive semesters may be combined to create a full-credit (ex. 231/232) or half-credit courses coupled with the composer's forum in the same academic year may be combined to create a full credit (ex. 231/233 or 231/234).

MUPS 213, 214, 313, 314, 413, 414 (NOTE: Half-hour lessons can be combined towards one credit. Performance Studies fees will be assessed to minors.)

3. Participation for two complete semesters in one or more department ensembles (MUEN) to fulfill the ensemble participation requirement.

MUSIC DEPARTMENT ENSEMBLES

Students participating in MUSC ensembles will receive .25 credit per semester of co-curriculum involvement. Students will be graded on CR/NC grade type.

Admission to all department ensembles is by audition at the beginning of the academic year or by permission of the director. Instrumental ensembles meet once a week for 2 to 2 1/2 hours each. Choral ensembles meet twice a week for 1 to 1 1/4 hours each. Credit for participation in department ensembles is noted on participants' transcripts.

MUEN 009-02, College Choir The College Choir performs several major choral works each year.

MUEN 009-04, Jazz Ensemble This ensemble performs classic big band arrangements and also features small combos from the larger group. Concerts regularly feature nationally-known guest soloists.

MUEN 009-05, College-Community Orchestra 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.

MUEN 009-06, 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 each semester in a student chamber music concert.

HONORS

The distinction of Honors in Music--the highest distinction that the Department can bestow--is awarded to a graduating senior or seniors who have met the requisite academic standards:

1. Maintenance of a minimum GPA of 3.50 in the core courses of the music major (7 courses: MUAC 101, 102, 125, 126, 245, 246, one 350-level seminar) and the courses specific to the major's concentration:

and

History: 35x, 35x

Theory: 35x, 345

Performance: 35x, 323, 324

Composition: 255, 256

2. An "A" grade in the capstone course and capstone project according to the major's concentration, and a successful public presentation at the majors' colloquium for a full-time faculty panel:

History: 495 OR 496

Theory: 493 OR 494

Performance: 423 AND 424

Composition: 491/492 (must take both - 0.5 credit each)

3. Satisfactory fulfillment of the ensemble participation requirement in every semester the student enrolls in an ensemble.

The student's final GPA will be certified at the end of the senior year just prior to graduation.

COURSES

NOTE: Two half-credits of performance studies in the same instrument will fulfill the Arts requirement.

NOTE: Students may withdraw from performance studies courses with a full refund (minus charges for lessons taken) up to the end of the add/drop period. After the add/drop period, no refund is made.

MUPS - MUSIC PERFORMANCE STUDIES

111 Performance Studies Class

Permission of the instructor required.

Attributes: Appropriate for First-Year, Can't be taken pass/fail

111-01 Performance Studies: Piano Technique

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.

111-02 Performance Studies: 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.

111-03 Performance Studies: Guitar

Introduction to plectrum and finger style guitar technique in a group setting. Recommended for all students wanting to learn guitar at Dickinson with little or no prior experience and for those music majors or future music majors with no guitar experience. Course content includes both group and solo playing, individual practice sessions, music notation, listening assignments, fretboard theory, basic musicianship and required concert attendance. While the emphasis in reading will be on standard notation, tablature and chord chart diagrams will be explored.

Prerequisite: permission of the instructor.

113 Performance Studies I

Private study open to all students who demonstrate some acquaintance with musical notation, and who should continue to study voice or an instrument at the basic level.

One-half or one course credit each semester. Prerequisite: permission of the instructor.

Attributes: Appropriate for First-Year, Can't be taken pass/fail

114 Performance Studies I

Private study open to all students who demonstrate some acquaintance with musical notation, and who should continue to study voice or an instrument at the basic level.

One-half or one course each semester. Prerequisite: permission of the instructor.

Attributes: Can't be taken pass/fail

213 Performance Studies II

Private study open to students who demonstrate a basic technique, and who should continue to study voice or an instrument at the intermediate level.

One-half or one course credit each semester. Prerequisite: 114 and permission of the instructor.

Attributes: Can't be taken pass/fail

214 Performance Studies II

Private study open to students who demonstrate a basic technique, and who should continue to study voice or an instrument at the intermediate level.

One-half or one course credit each semester. Prerequisite: 114 and permission of the instructor.

Attributes: Can't be taken pass/fail

223 Performance Studies II (Performance Emphasis)

Private study for music majors with a performance emphasis. One credit course each semester (MUPS 223-224). May be taken out of sequence.

Prerequisite: MUPS 111 or 113, 114, permission of the instructor and director of performance studies.

224 Performance Studies II (Performance Emphasis)

Private study for music majors with a performance emphasis; culminates in required Upper Divisional juried performance exam. One credit course each semester (MUPS 223-224). May be taken out of sequence.

Prerequisites: MUPS 111 or 113, 114 or 223, permission of the instructor and director of performance studies. Offered every semester.

313 Performance Studies III

Private study open to non-majors and majors with a performance emphasis, who demonstrate a fully developed technical skill and who should continue study on the advanced level. May be repeated for credit with the permission of the instructor.

One-half or one course credit each semester. Prerequisite: 214 and permission of the instructor.

Attributes: Can't be taken pass/fail

314 Performance Studies III

Private study open to non-majors and majors with a performance emphasis, who demonstrate a fully developed technical skill and who should continue study on the advanced level. May be repeated for credit with the permission of the instructor.

One-half or one course credit each semester. Prerequisite: 214 and permission of the instructor.

Attributes: Can't be taken pass/fail

323 Performance Studies III (Performance Emphasis, with junior recital)

A two-semester sequence of private study for music majors with a performance emphasis, culminating in a public junior recital (324) that includes a variety of musical styles and, for vocalists, a variety of languages. A recital hearing is required at the end of 323 to determine if the student is prepared for the required junior recital (324). One course each semester; may be taken out of sequence. Prerequisite for 323: successful Upper Divisional Performance exam at the end of 224, permission of the instructor and director of performance studies. Prerequisite for 324: successful recital hearing at the end of 323, permission of the instructor and director of performance studies.

Attributes: Arts (Division I C)

324 Performance Studies III (Performance Emphasis, with junior recital)

A two-semester sequence of private study for music majors with a performance emphasis, culminating in a public junior recital (324) that includes a variety of musical styles and, for vocalists, a variety of languages. A recital hearing is required at the end of 323 to determine if the student is prepared for the required junior recital (324). One course each semester; may be taken out of sequence. Prerequisite for 323: successful Upper Divisional Performance exam at the end of 224, permission of the instructor and director of performance studies. Prerequisite for 324: successful recital hearing at the end of 323, permission of the instructor and director of performance studies.

Attributes: Arts (Division I C)

413 Performance Studies IV

Private study for non-majors or majors without a performance emphasis who will continue study at an advanced level.

Prerequisite: 314 and permission of the instructor.

Attributes: Can't be taken pass/fail

414 Performance Studies IV

Private study for non-majors or majors without a performance emphasis who will continue study at an advanced level.

Prerequisite: 314 and permission of the instructor.

Attributes: Can't be taken pass/fail

423 Performance Studies IV (Performance Emphasis, with senior recital)

A two-semester sequence of private study for senior music majors with a performance emphasis, culminating in a public senior recital (MUPS 424) that includes a variety of musical styles and, for vocalists, a variety of languages. The course content of MUPS 423 is the research, selection and preparation of the solo recital repertoire for the senior recital (MUPS 424). The culmination of MUPS 423 is an annotated bibliography and written program notes (about the composers, genres, poets, and other relevant information), to be published in the recital program booklet (MUPS 424)

One course each semester. Must be taken in sequence within the same academic year. Prerequisite for MUPS 423: MUPS 324, permission of the instructor and director of performance studies. Prerequisite for MUPS 424: MUPS 423, including successful completion of annotated bibliography, written program notes, and Recital Hearing at the end of MUPS 423; permission of the instructor and director of performance studies.

Attributes: Arts (Division I C)

424 Performance Studies IV (Performance Emphasis, with senior recital)

A two-semester sequence of private study for senior music majors with a performance emphasis, culminating in a public senior recital (MUPS 424) that includes a variety of musical styles and, for vocalists, a variety of languages. The course content of MUPS 423 is the research, selection and preparation of the solo recital repertoire for the senior recital (MUPS 424). The culmination of MUPS 423 is an annotated bibliography and written program notes (about the composers, genres, poets, and other relevant information), to be published in the recital program booklet (MUPS 424)

One course each semester. Must be taken in sequence within the same academic year. Prerequisite for MUPS 423: MUPS 324, permission of the instructor and director of performance studies. Prerequisite for MUPS 424: MUPS 423, including successful completion of annotated bibliography, written program notes, and Recital Hearing at the end of MUPS 423; permission of the instructor and director of performance studies.

Attributes: Arts (Division I C)

MUAC - MUSIC ACADEMIC

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. This course fulfills the Arts (Division I C) distribution requirement.

Attributes: Appropriate for First-Year, Arts (Division I C), MEMS Elective

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. This course fulfills the Arts (Division I C) distribution requirement.

Attributes: Appropriate for First-Year, Arts (Division I C)

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.

Attributes: Appropriate for First-Year, Arts (Division I C)

125 Music Theory I, with lab

An introduction to the basic materials of music by means of discussion, analysis, and written exercises, with a complementary lab component comprising practice in sight singing, ear training, and keyboard harmony.

Course includes a one-hour lab each week. Prerequisite: 115, placement exam, or permission of the instructor. Offered every fall semester.

Attributes: Appropriate for First-Year, Arts (Division I C), Quantitative Reasoning

126 Music Theory II, with lab

An introduction to the basic materials of music by means of discussion, analysis, and written exercises, with a complementary lab component comprising practice in sight singing, ear training, and keyboard harmony.

Course includes a one-hour lab each week. Prerequisite: 115, placement exam, or permission of the instructor. Offered every fall semester.

Attributes: Arts (Division I C), Quantitative Reasoning

131 Introduction to the Art of Composition

So you think the art of composing epic symphonies died with guys like Mozart, Beethoven, and Tchaikovsky? You think you need to wear a wig and be dead to compose great music? Think again! All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music in the great Classical tradition is being performed and heard, music created by living composers, music of recent and current generations, your generation no less, music by people you may meet or already know. And you, too, can learn to develop a sophisticated, articulate musical voice of your life and times. Think: Symphony for the 21st century. In this one-semester, half-credit course, students learn about the living art and discipline of music composition through lectures on its history and current practice, listening assignments, and incremental composition exercises resulting in completed, small-scale works. Students will learn how the elements of sound comprise tools for conveying artistic expression, order, and meaning.

Prerequisite: Ability to read music in both treble and bass clefs.

133 Composers' Forum

All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers in the venerable tradition of composers such as Bach, Mozart, Beethoven, and Tchaikovsky. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.

134 Composers' Forum

All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers in the venerable tradition of composers such as Bach, Mozart, Beethoven, and Tchaikovsky. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.

206 Music in the United States

This course explores the wide variety of music that composers and musicians created to reflect their own experience of and attitude toward American culture. The course explores not only the diverse means by which identity is encoded in musical language, including race, class, gender, ethnicity, and local practices, but also the ways in which music is employed within American culture, including religious life, social movements, wartime conflicts and protest movements, labor, and geo-political commentary. Unlike other courses at Dickinson, Music in the United States draws examples from a lengthy time-span (1600s to the present day), fosters critical listening skills (i.e., how do I listen to jazz?), and interrogates the dialogues between musical genres that are often viewed as being on opposite sides of the “high/low” art divide (classical, religious, folk, blues, jazz, pop, rock, hip hop).

Offered every two years.

Attributes: Arts (Division I C), US Diversity

209 Ethnomusicology

This course explores the musical culture 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 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.

Attributes: Arts (Division I C), Comparative Civilizations

210 Topics in Global Music

A topics course in which students explore a global musical culture or analytical issue (selected by the FTE) in greater detail and depth. This course builds from the survey/methods design of MUAC 209 (Ethnomusicology) and allows students to engage more deeply with advanced study of a specific music culture (e.g., South African music; Jewish music; global jazz) or of a specific analytical/historiographical issue within the discipline (e.g., colonialism; diaspora; transnationalism; multiculturalism; ecomusicology; improvisation).

Prerequisite: MUAC 209

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. This course fulfills the Arts (Division I C) distribution requirement.

Attributes: AMST Representation Elective, Appropriate for First-Year, Arts (Division I C), Film Studies Elective

231 Counterpoint

A two-semester, one-credit course in 16th- and 18th-century contrapuntal rules, styles, and genres taught in one-on-one lessons.

May be taken out of sequence. Two semesters, 0.5 credit each semester. Prerequisite: MUAC 115 or 125 or substantial evidence of previous compositional experience, advanced theory placement by exam (e.g. into MUAC 126, 245 or 246) and permission of instructor.

232 Counterpoint

A two-semester, one-credit course in 16th- and 18th-century contrapuntal rules, styles, and genres taught in one-on-one lessons.

May be taken out of sequence. Two semesters, 0.5 credit each semester. Prerequisite: MUAC 115 or 125 or substantial evidence of previous compositional experience, advanced theory placement by exam (e.g. into MUAC 126, 245 or 246) and permission of instructor.

233 Composers' Forum

All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers in the venerable tradition of composers such as Bach, Mozart, Beethoven, and Tchaikovsky. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.

Prerequisite: 134.

234 Composers' Forum

All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers in the venerable tradition of composers such as Bach, Mozart, Beethoven, and Tchaikovsky. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.

Prerequisite: 233.

245 Music Theory III, with lab

A continuation of MUAC 126, this course focuses on the evolution of chromatic harmony through the 19th century and selected techniques in 20th century music. Increased emphasis is placed upon formal analysis and analytical writing. Advanced skills of ear-training, sight-singing, and keyboard harmony will be developed in the complementary lab component. These courses include two forty-five minute labs per week.

Prerequisite: 126, placement exam or permission of the instructor. Offered every fall semester.

Attributes: Arts (Division I C), Quantitative Reasoning

246 Music Theory IV, with lab

A continuation of MUAC 126, this course focuses on the evolution of chromatic harmony through the 19th century and selected techniques in 20th century music. Increased emphasis is placed upon formal analysis and analytical writing. Advanced skills of ear-training, sight-singing, and keyboard harmony will be developed in the complementary lab component. These courses include two forty-five minute labs per week.

Prerequisite: 126, placement exam or permission of the instructor. Offered every spring semester.

Attributes: Arts (Division I C), Quantitative Reasoning

251 Score Study and Conducting

An intermediate course in conducting vocal and instrumental ensembles following fundamentals of conducting taught in Music Theory 125-246. Principals of score study and analysis, score preparation, baton technique, expressivity, recitative and concerto-accompanying will be addressed. Texts include traditional choral and instrumental repertoire, examining the variety of problems and technical challenges of leading an ensemble and in developing an interpretation.

Prerequisite: 245.

331 Intermediate Composition Lessons: Composing with Electronic Media

Drawing on the experience gained in MUAC 231/232, students will learn to compose original works for solo instruments, small chamber ensembles, and electronic media in one-on-one study. Emphasis will be placed on developing original solutions to compositional problems and challenges and to incorporating technology in compositional works and practice. When possible, the works will be read and/or performed and recorded.

Prerequisite: MUAC 126, and 231 or 232, and 233 or 234 and permission of the instructor

332 Intermediate Composition Lessons: Composing with Electronic Media

Drawing on the experience gained in MUAC 231/232, students will learn to compose original works for solo instruments, small chamber ensembles, and electronic media in one-on-one study. Emphasis will be placed on develop-

ing original solutions to compositional problems and challenges and to incorporating technology in compositional works and practice. When possible, the works will be read and/or performed and recorded.

Prerequisite: MUAC 126, and 231 or 232, and 233 or 234 and permission of the instructor

333 Composers' Forum

All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers in the venerable tradition of composers such as Bach, Mozart, Beethoven, and Tchaikovsky. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.

Prerequisite: 234.

334 Composers' Forum

All around us, in concert halls, community centers, schools, private and public galleries, in large cities, small towns and even in isolated, rural settings, new music is being performed and heard, music created by living composers in the venerable tradition of composers such as Bach, Mozart, Beethoven, and Tchaikovsky. You may never have heard such music, as it is a small fraction of programming on mainstream media. Nevertheless, this amazingly diverse repertoire passionately voices and reflects contemporary life, experience, and society. This is music of recent and current generations, your generation no less, music by people you may meet or already know. This half-credit course offered each semester explores such music, recent and contemporary (20th- and 21st-century) compositions and composers in the Western art-music tradition. Students will become acquainted with a wide variety of styles, will gain deeper understanding of the elements of sound as tools for artistic creation, and will hone analytical listening skills.

Prerequisite: 333.

335 Composition Studies I: Orchestration

Drawing on the experience gained in MUAC 231/232, students will learn the complexities, challenges, and best practices in composing for all standard, Western, acoustic instruments. Students will arrange works by other composers for instrumental combinations and will also create original works for large chamber ensembles of mixed instrumentation. When possible, the works will be read and/or performed and recorded.

Two semesters, 0.5 credit each semester. Prerequisite: MUAC 246, 231, 232, 233, 234 and permission of instructor.

336 Composition Studies I: Orchestration

Drawing on the experience gained in MUAC 231/232, students will learn the complexities, challenges, and best practices in composing for all standard, Western, acoustic instruments. Students will arrange works by other composers for instrumental combinations and will also create original works for large chamber ensembles of mixed instrumentation. When possible, the works will be read and/or performed and recorded.

Two semesters, 0.5 credit each semester. Prerequisite: MUAC 246, 231, 232, 233, 234 and permission of instructor.

345 Analytical Theory

Drawing on analytical skills and experience gained in Music Theory (MUAC 125 – 246), students will read major

music-theoretical literature from the Renaissance to the present day and will write analyses in which they apply the theories they have read. Students will also develop the ability to postulate and apply original theories of music.

Prerequisite: 246.

Attributes: Writing in the Discipline

352 Seminar in Early Music

Studies in selected topics of the history of music ca. 900-1750.

Prerequisite: 101 and 126 or permission of the instructor. Offered alternate years.

Attributes: MEMS Elective

353 Seminar in 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.

355 Seminar in Ethnomusicology

Studies in selected topics in ethnomusicology. Ethnomusicology, broadly writ, is concerned with examining the relation of musical expression, forms, and reception to socio-cultural life. As such, it is interdisciplinary in nature, straddling the humanities, the arts, and the social sciences. Critical analysis and understanding of socio-cultural difference, in relation to expressive culture, features as central to ethnomusicological theory, method, and writing conventions. Possible course titles include: "Music and Place," "Reading Musical Ethnography," "The Social Lives of Musical Instruments," "Ethnographic Research in Music and the Performing arts: Qualitative Methods."

Prerequisites: 209 or 210 or permission of instructor.

Attributes: Social Sciences

401 Senior Colloquium

The senior colloquium brings majors together in the final year of their coursework and provides them with a forum by which to research, develop, and execute their capstone projects within the major. Students in the musical studies emphasis will collaboratively determine and design a culminating project (e.g., residency or concert curation; poster or digital humanities presentation) based on original research and analysis. The culminating project for students in the Music History/Theory Emphasis is a research paper. The culminating project for students in Music Performance Emphasis is research producing an annotated bibliography and program notes for the senior recital. The culminating project for students in the Music Composition Emphasis is a substantial essay on their influences, composition process, aesthetic outlook, and creative goals for their compositions. All students will present their senior work in a 15 - 20 min public lecture/recital known as the annual Music Majors Colloquium.

Prerequisites: MUAC 101, 102, 125, 126. Students in Music Performance Emphasis must take concurrently with 423. Students in Music Composition Emphasis must take concurrently with 435.

431 Advanced Composition Lessons

Drawing on the experience gained in MUAC 331/332 and/or 335/336, students will be guided in one-on-one lessons to compose original works of broader scope for chamber ensembles. Students will develop increasingly sophisticated and original solutions to compositional problems and challenges. When possible, the works will be read and/or performed and recorded.

Prerequisite: MUAC 246 and 331 or 332 or 335 or 336, and 333 or 334, and permission of instructor.

432 Advanced Composition Lessons

Drawing on the experience gained in MUAC 331/332 and/or 335/336, students will be guided in one-on-one lessons to compose original works of broader scope for chamber ensembles. Students will develop increasingly sophisticated and original solutions to compositional problems and challenges. When possible, the works will be read and/or performed and recorded.

Prerequisite: MUAC 246 and 331 or 332 or 335 or 336, and 333 or 334, and permission of instructor.

435 Composition Studies II: Portfolio and Project

Drawing on the experience gained in MUAC 335/336, students will compose a substantial work for large ensemble (orchestra, band, choir). Students will also revise and refine works created earlier in their previous composition courses to achieve a polished portfolio of works for a variety of instruments, ensembles, and media. When possible and at the discretion of the professor and the director of the relevant ensemble(s), the work will be read, recorded, and possibly performed. Students will write a substantial essay on their composition process, their aesthetic outlook, and their creative goals for their compositions. This essay will form the basis of a 12-minute presentation on the annual Music Majors' Colloquium.

Two semesters, 0.5 credit each semester. Prerequisite: MUAC 333 or 334, and 335 or 336, and permission of instructor.

436 Composition Studies II: Portfolio and Project

Drawing on the experience gained in MUAC 335/336, students will compose a substantial work for large ensemble (orchestra, band, choir). Students will also revise and refine works created earlier in their previous composition courses to achieve a polished portfolio of works for a variety of instruments, ensembles, and media. When possible and at the discretion of the professor and the director of the relevant ensemble(s), the work will be read, recorded, and possibly performed. Students will write a substantial essay on their composition process, their aesthetic outlook, and their creative goals for their compositions. This essay will form the basis of a 12-minute presentation on the annual Music Majors' Colloquium.

Two semesters, 0.5 credit each semester. Prerequisite: MUAC 333 or 334, and 335 or 336, and permission of instructor.

493 Senior Seminar in Analytical Theory

Advanced independent study in musical analysis culminating in the creation of a major analytical essay. Open to seniors majoring in music.

Prerequisite: 245, 246, the relevant 300-level seminar, and permission of the department chair.

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.

Neuroscience Curriculum

MAJOR

BIOL 132, and one of the following: BIOL 313, 327, 330, 333

CHEM 131, 132 (OR CHEM 141)

PHYS 141 and 142, if completing the pre-health curriculum (OR PHYS 131 and 132, if not completing the pre-health curriculum; NOTE: MATH 151 or 170 is the prerequisite/co-requisite for PHYS 131-132)

NRSC 200

PSYC 125, one of the following 300-level courses: PSYC 310, PSYC 315, PSYC 325, PSYC 330, PSYC 380 (neuroscience-related research methods course) and one of the following 400-level courses: NRSC 400, PSYC 425, PSYC 430, PSYC 480 (neuroscience-related topics course), BIOL 401 (neuroscience-related topics course), or BIOL 412 (neuroscience-related seminar course).

One elective may be chosen from courses listed above that the student has not already taken or another upper-level science course related to neuroscience (200-level or above): BIOL 216, 314, 315, 318, 321, 326, 327, 334, 417 or 342; CHEM 490; PSYC 355, 380 or 455.

The other elective must be outside of DIV III (200-level or above), and must be a course that examines science in a philosophical, environmental, or socio-cultural context. The following are current courses which will satisfy this second elective:

AMST 200: Health, Illness and Culture

AMST 301: Race, Gender and Body

ANTH 216: Medical Anthropology

ANTH 218/WGST 218: Biosocial Aspects of Female Sexuality

ANTH 225: Human Osteology

ANTH 229: Principles of Human Variation and Adaptation

ANTH 245: Medicine, Science & Society

ANTH 256: Health & Healing in Africa

ANTH 310: Nutritional Anthropology

ANTH 331: Principles of Human Evolution

ARTH 375/PHIL 275: Beauty

HIST 350: American Science, Technology & Medicine

JDST 216: Jewish Medical Ethics

LAWP 400: Biomed Tech, Policy & Law

PHIL 220/PMGT 220: Biomedical Ethics

PHIL 254: Philosophy of Science

PHIL 256: Philosophy of Mind

PHIL 391: Morality and Mind

PHIL 391: Free Will and Science

RELG 227: Spiritual Dimensions of Healing

RELG 241: Care of the Soul

SOCI 228: Sociology of Sexuality

SOCI 230: when the topic is: Medical Sociology

SOCI 333: Sociology of Health and Illness

SPAN 239: Spanish for Health Profession

Other courses, not included on this list, may satisfy the elective as determined by the Neuroscience Program Director. The elective courses must be approved in advance in consultation with the student's advisor and the neuroscience faculty. The student must be able to show how the electives fit into his/her neuroscience major.

All neuroscience majors are required to include an “Experience in Neuroscience” as part of their undergraduate program. This requirement may be satisfied by the successful completion of one of the following:

1. A Neuroscience-related independent study (i.e., NRSC 500)
2. An independent research project (NRSC 550) OR student/faculty collaborative research project (NRSC 560)
3. A summer research project or internship with a faculty member
4. An off-campus research experience or internship
5. A research experience or internship not covered by the above but deemed equivalent by the contributing faculty

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

A student who starts the major in the first year will have more options for advanced study during the senior year. As can be seen below, it is possible for a student, starting in the sciences, to take the majority of neuroscience courses during the sophomore and junior year (see Option A). It is also possible for a student to start the major in the sophomore year and still complete the major (see Option B).

First-Year students who plan to major in Neuroscience are strongly encouraged to concurrently take BIOL 132 and CHEM 131 the fall semester and PSYC 125 and CHEM 132 the spring semester. (Please note: CHEM 141 can substitute for the CHEM 131-132 sequence.) Alternatively, a student could take PHYS 131 (or 141) in the fall semester and PHYS 132 (or 142) in the spring semester of their first year in lieu of the chemistry sequence and complete the chemistry sequence after the first year. Also, students not completing the Pre-Health curriculum are encouraged to complete the PHYS 131-132 sequence, especially students interested in pursuing graduate school in Neuroscience. Please note: MATH 151 or 170 is a prerequisite/co-requisite for PHYS 131. Students completing the Pre-Health curriculum should complete the PHYS 141-142 sequence. Once a student successfully has completed either BIOL 132 or PSYC 125, the student can declare the Neuroscience major and be eligible to take NRSC 200. NRSC 200 is intended to be completed during a student’s sophomore or junior year. Moreover, once a student has successfully completed BIOL 132, PSYC 125 AND NRSC 200, then the student is eligible for neuroscience-related upper-level Biology (BIOL 313, 327, 330 and 333) and Psychology (PSYC 310, 315, 325 and 330) courses that contribute to the major as elective courses. Non-neuroscience related upper-level science courses (e.g., BIOL 314) that satisfy the Science Elective require only BIOL 132 AND PSYC 125. Thus, students may complete the Science Elective as early as their sophomore year. A student is strongly encouraged to complete the introductory BIOL 132/PSYC 125 sequence as early as possible. Twelve courses are required to complete the major. Below is an example of when various courses can be taken to complete the major.

Option A

For Incoming Students Planning to Pursue Neuroscience as a Major

Year	Fall	Spring
First Year	BIOL 132 CHEM 131 (or 141) MATH 151 or 170	PSYC 125 CHEM 132 (or BIOL 132)
Sophomore	NRSC 200 PHYS 131 (or 141)	Science Elective PHYS 132 (or 142)
Junior Year	300 – Level PSYC Elective	300 – Level BIOL Elective Non-Science Elective
Senior	Experience in Neuroscience	400 – Level Seminar

A student may begin the Neuroscience major their sophomore year even if no neuroscience-related courses were taken their first year. For students beginning the Neuroscience major their sophomore year, they will need to concurrently take BIOL 132 and CHEM 131 (CHEM 141 is not an option for sophomores) in the fall semester and PSYC 125 and CHEM 132 in the spring semester. PHYS 131 (or 141) and 132 (or 142) can be taken in lieu of the chemistry sequence in the sophomore year and the chemistry sequence completed during either the junior or senior year. Also, students not completing the Pre-Health curriculum are encouraged to complete the PHYS 131-132 sequence, especially students interested in pursuing graduate school in Neuroscience. Please note: MATH 151 or 170 is a prerequisite/co-requisite for PHYS 131. Students completing the Pre-Health curriculum should complete the PHYS 141-142 sequence. Completion of either BIOL 132 OR PSYC 125 will permit students to declare the major by the end of their sophomore year and be eligible to take NRSC 200 the first semester of their junior year. Moreover, a student beginning the major their sophomore year could complete the non-neuroscience related science elective and the neuroscience-related upper-level biology and psychology courses their junior and senior years, respectively, in addition to completing the other requirements of the major. Importantly, students planning to begin the Neuroscience major their sophomore year should consult the Program Director about navigating the major. Below is an example of when various courses can be taken to complete the major.

Option B

For Students Beginning the Neuroscience Major their Sophomore Year

Year	Fall	Spring
First Year	-----	-----
Sophomore	BIOL 132 CHEM 131 MATH 151 or 170	PSYC 125 CHEM 132
Junior	NRSC 200 PHYS 131 (or 141)	Science Elective PHYS 132 (or 142) Non-Science Elective
Senior	300 – Level PSYC Elective Experience in Neuroscience	300 – Level BIOL Elective 400 – Level Seminar

HONORS

The Neuroscience Program will award Honors to a Neuroscience major based on the candidate's entire undergraduate Neuroscience program. This is to include all Neuroscience-related courses with their grades, the nature of the curriculum selected, and the successful completion of an Honors research project. This project may be performed in two semesters of Independent Research (NRSC 550 or 560) on campus, or in a summer plus one semester of Independent Research, under the supervision of a Neuroscience program member. Research projects of comparable scope performed off-campus under the supervision of a mentor who is not a Neuroscience program member may also be proposed for program Honors, subject to the procedures described below. For all Honors candidates a minimum grade point average of 3.0 is required in those courses that count toward the Neuroscience major, including Chemistry 131, 132, 141, or the equivalent thereof, Physics 131, 132 (or Physics 141 and 142) and transfer courses that receive Neuroscience credit. The Honors research project should be distinguished by the originality and definition of the research problem, the sophistication of the experimental design and its execution, and the analysis, and presentation of the results. Generally, Honors reports should be of publishable or near publishable quality. The Honors Committee will consider all these factors in its recommendation to the faculty, and the faculty should be cognizant of all these factors when voting Honors. For the specific guidelines and procedures see the [Neuroscience Program web site](#).

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Students who study abroad at the Dickinson Science Program in Australia, the Dickinson Science Program at the University of East Anglia (Norwich) or the Dickinson Program at the Danish Institute for Study Abroad (Copenhagen, Denmark) will find many course equivalents to required courses in the neuroscience major. For more information, see your advisor, or contact a member of the Neuroscience faculty.

CO-CURRICULAR ACTIVITIES/PROGRAMS

Neuroscience Club: Students are encouraged to join the Neuroscience Club. The mission of the Neuroscience Club at Dickinson College is to spread awareness of brain-related issues on campus, while providing a science community for Neuroscience, Psychology, Biochemistry & Molecular Biology, Chemistry, Biology and Physics majors.

COURSES

200 Perspectives in Neuroscience

This 6-hour integrated lecture/laboratory course will focus on different levels of analysis within the field of neuroscience by dividing the course into 3 separate, 4-week teaching modules: 1) cellular/molecular, 2) systems and 3) behavioral neuroscience. These laboratory-based teaching modules will expose students to fundamental concepts of neuroscience at different levels of organization and help students develop proficiency with some basic neuroscientific techniques. Students also will be taught about writing and data analysis (e.g., statistics) appropriate to the field of neuroscience.

Prerequisites: Biology 124 or Psychology 125. Offered every fall.

Attributes: Quantitative Reasoning, Writing in the Discipline

400 Neuroscience Seminar

Advanced seminar in which students will read and review primary literature related to selected topics in the field of neuroscience. Examples of selected topics may include neuroendocrinology, neurobiology of drug addiction, neurobiology of learning and memory or clinical neuroscience. A discussion-style approach will be adopted.

Prerequisites: BIOL 124, NRSC 200 and PSYC 125.

Philosophy Curriculum

MAJOR

Ten courses, including 103, 201, 202; two courses at the 300-level; 401, plus four additional philosophy courses.

Declared majors have the right to participate in Departmental Meetings and to be consulted on significant changes to the academic program and policies.

MINOR

Six courses chosen with the advice of the department.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First Year

PHIL 101 or 102
PHIL 103*

Sophomore Year

PHIL 201* (Fall); PHIL 202* (Spring)
200 level electives

Junior Year

200 level electives
300 level seminars*◇

Senior Year

PHIL 401*
PHIL 300 level seminar*◇

*required for the major

◇taught as WID course

10 courses total which must include 103, 201, 202, two 300 level seminars, 401 (senior seminar)

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

The department supports independent study by its majors, especially as leading to an Honors thesis (see below). Any student interested in independent study in philosophy should see the appropriate instructor to negotiate topics, readings, and logistics.

HONORS

Students may complete an honors thesis in their senior year. The thesis is an original piece of philosophical writing, the product of student research and reflection, written under the guidance of a member of the department acting as advisor. Usually, students work on the thesis for two semesters senior year, enrolling in Independent Research (PHIL 500) each semester. Honors are awarded upon successful oral defense of the completed thesis.

For more details on honors in philosophy, please see the [department's guidelines](#).

INTERNSHIPS

Many students have found ways to combine their philosophical interests with internships, particularly in areas of applied ethics, law, or public policy. Contact the department 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 studies 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

Philosophy Colloquium. Informal colloquium bringing the department faculty and students together for discussions of contemporary issues in the field, usually based on selections from recent work or on presentations by visiting speakers.

101 Intro to Philosophy

An introduction to Western philosophy through an examination of problems arising in primary sources. How major philosophers in the tradition have treated such questions as the scope of human reason, the assumptions of scientific method, the nature of moral action, or the connections between faith and reason.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A)

102 Moral Problems

An introduction to ethics treating normative ethical theories and their philosophical underpinnings, with consideration of contemporary moral problems.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A)

103 Logic

The study and practice of forms and methods of argumentation in ordinary and symbolic languages, focusing on elements of symbolic logic and critical reasoning, including analysis and assessment of arguments in English, symbolizing sentences and arguments, constructing formal proofs of validity in sentential and quantificational logic.

Offered every semester, or every three out of four semesters.

Attributes: Appropriate for First-Year, Humanities (Division I A), Quantitative Reasoning

113 Introductory Topics in Philosophy

Introduction to philosophy through the exploration of a specific topic or problem.

180 Political Philosophy

An introduction to the history of political thought, focused on such problems as the nature of justice, the meaning of freedom, the requirements of equality, the prevalence of moral dilemmas in political life, the question of whether we ought to obey the law, and the importance of power in politics. We will also discuss how these issues continue to resonate today.

This course is cross-listed as POSC 180.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A), Social Sciences (Division II)

201 Ancient Philosophy

This course is an introduction to central questions, claims and arguments in ancient philosophy, centering on the work of Plato and Aristotle. Potential questions include: What is the value of reason and knowledge? What is knowledge? Is it always better to be just than unjust? What constitutes a good human life? What kind of thing is a human being?

Prerequisite: one prior course in philosophy or permission of the instructor.

202 17th and 18th Century Philosophy

This course treats the Rationalists, Empiricists and Kant, with particular emphasis on issues in epistemology and metaphysics, such as the possibility and limits of human knowledge, the role of sense perception and reason in knowledge, the nature of substance, God and reality.

Prerequisite: one prior course in philosophy or permission of the instructor.

203 19th Century Philosophy

This course treats major texts by significant 19th century philosophers such as Hegel, Kierkegaard, Marx, Nietzsche.

Prerequisite: one prior course in philosophy or permission of the instructor.

Attributes: Humanities (Division I A)

204 American Philosophy

An introduction to major philosophical texts and themes originating in the United States in the late 19th and early 20th centuries. This course will cover such thinkers as Emerson, James, Peirce, Dewey, and Santayana and themes such as naturalism, transcendentalism, in particular, pragmatism. Contemporary developments in the American philosophical tradition may also be included.

Prerequisites: one prior course in philosophy or permission of the instructor.

Attributes: AMST Representation Elective

205 Topics in Asian Philosophy

This course focuses on the characteristics and problems of thought in Asia, with emphasis on methods of comparative philosophy and close examination of works and movements within a major tradition (in different semesters: China, India, Japan, Buddhist schools).

Prerequisite: one prior course in philosophy or permission of the instructor.

Attributes: EASN Elective Set 1

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: one prior course in philosophy or permission of the instructor.

Attributes: Humanities (Division I A), WGSS Hist/Theories/Represent

215 Existentialism

A study of existentialist thinkers, including Kierkegaard, Nietzsche, Sartre, de Beauvoir, and Camus, who treat the human condition as irreducibly individual and yet philosophically communicable, and for whom the experience of the existing individual is of primary importance in issues ranging from one's relationship to God to the inevitability of death.

Prerequisite: one prior course in philosophy or permission of the 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 prior course in philosophy or permission of the instructor. This course is cross-listed as PMGT 220.

Attributes: Health Studies Elective, NRSC Non-Div 3 Elective

251 Philosophy of Religion

This course focuses on philosophical issues arising from religious belief and practice. Topics treated may include: the existence and nature of god or gods; the contested relation of a god to moral values; faith and reason as sources of belief or ways of believing, as expressed in classic texts by thinkers such as Aquinas, Hume, Kierkegaard, and William James, as well as in contemporary texts.

Prerequisite: one prior course in philosophy or permission of the instructor.

Attributes: ES Discip Specializations Crs, Humanities (Division I A)

252 Philosophy of Art

The discipline of aesthetics is primarily concerned with philosophical questions about art and beauty. This course will examine classic and contemporary Western discussions of such questions as, What is art? How can we determine what a work of art means? Are beauty and other aesthetic qualities subjective or objective? How should the quality of a work of art be assessed? Is there a general way to describe the creative process? What are the driving forces in the unfolding of art history? We will encounter such giants of the Western intellectual tradition as Plato, Aristotle, Hume, Kant, and Hegel, and also such contemporary figures as Arthur Danto, Richard Wollheim, and Kendall Walton.

Prerequisite: one prior course in art history or philosophy or permission of the instructor. This course is cross-listed as ARTH 252.

Attributes: Appropriate for First-Year, Arts (Division I C), ES Discip Specializations Crs, Humanities (Division I A)

253 Topics in Social and Political Philosophy

Explorations of specific figures, texts, and issues in historical and contemporary theory.

Prerequisite: one prior course in philosophy or permission of the instructor.

Attributes: Humanities (Division I A)

254 Philosophy of Science

This course considers such issues as the distinction between science and non-science; the relation of evidence to scientific theories; truth and rationality in science; competition among theories; the nature of scientific explanation; methods of scientific thinking; the impact of science on society.

Prerequisite: one prior course in philosophy or permission of the instructor.

Attributes: ES Discip Specializations Crs, NRSC Non-Div 3 Elective

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.

Prerequisite: one prior course in philosophy or permission of the instructor. This course is cross-listed as LAWP 255.

Attributes: ES Discip Specializations Crs

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 previous course in philosophy, or permission of the instructor.

Attributes: ES Discip Specializations Crs

261 Intermediate Topics in Philosophy

Examination of specific problem, author, text, or movement.

Prerequisite: one prior course in philosophy or permission of the instructor.

265 Non-Western Aesthetics

As the arts of non-Western cultures (roughly, non-European and European-American cultures) are distinct from those of the West, so are the reflections on that art. Philosophy of art courses often focus exclusively on Western philosophy. This course seeks to broaden the conversation. It concerns reflections on the arts in Japanese, Indian, Native American, and African (including diasporic) cultures. It is a question, with regard to several of these cultures, whether they conceive of a distinct sphere of art at all; the arts (as is true of the West until perhaps 1750) are often not distinguished from the crafts, religious ceremony and objects, festival, medicine, and so on. This provides an interesting challenge to the Western concept of art.

Prerequisite: one prior course in art history or philosophy or permission of the instructor. This course is cross-listed as ARTH 265.

Attributes: Arts (Division I C), Comparative Civilizations, ES Discip Specializations Crs, Humanities (Division I A)

270 Philosophy and Literature

Dostoevsky's characters lie, steal, scheme, and murder. What is it about Dostoevsky's depictions of their lying, cheating ways that makes his novels not just literary but philosophical? And what is it about philosophical works like Kierkegaard's and Nietzsche's that makes them literary? More generally, where do the overlapping realms of literature and philosophy begin and end? This course investigates the intersections of philosophy and literature across different schools of thought, paying special attention to the work of Dostoevsky, Kierkegaard, Leibniz, Plato, Tolstoy, Voltaire, and others. We will pair the treatment of philosophical issues in fiction with their treatment in more traditional philosophical genres, thereby raising and discussing the contentious question of whether philosophy can achieve things that literature cannot, and vice versa.

Prerequisite: one course in PHIL or permission of the instructor. Offered every two years. This course is cross-listed as RUSS 270 and ENGL 329.

275 Beauty

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

Prerequisite: one prior course in art history or philosophy or permission of the instructor. This course is cross-listed as ARTH 375.

Attributes: Arts (Division I C), ES Discip Specializations Crs, Humanities (Division I A), NRSC Non-Div 3 Elective

280 Recent Political Thought

This class aims to show the breadth and vitality of the field of political theory today. It does this by deepening and broadening the account of the discipline offered in POSC 180, discussing the most important recent accounts of justice, freedom, and equality, and adding consideration of democracy, rights, power, culture, community, and cosmopolitanism. We will also explore issues of exploitation and exclusion relating to gender, class, race, and human interaction with the natural environment, and consider how recent theorists have tried to challenge these practices. The class also explores the contours of political theory as an academic field of study, considering the disciplinary contributions of fields such as philosophy, political science, international relations, legal studies, and history, and major ideologies such as liberalism, conservatism, socialism, anarchism, and feminism.

This course is cross-listed as POSC 202. Prerequisite: 180 or POSC 180, or permission of the instructor.

Attributes: ES Discip Specializations Crs, SINE Elective

285 Justice in World Politics

An examination of how states ought to make ethical decisions about policies of global scope. Should asylum seekers and economic migrants be granted access to social services? How must states fight wars? How ought resources to be distributed between countries? We will explore the philosophical underpinnings of the arguments that have been developed in response to at least two of these questions.

This course is cross-listed as POSC 208. Prerequisite: 180 or POSC 170, 180, or permission of the instructor.

Attributes: ES Discip Specializations Crs, Humanities (Division I A), INST Globaliz & Sustain Course, SINE Elective, Social Sciences (Division II)

301 Metaphysics

This seminar will treat key issues in metaphysics, such as the self and personal identity, free will, universals and particulars, causation, reductionism, naturalism, realism and anti-realism, and the very possibility of metaphysics.

Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor.

Attributes: Writing in the Discipline

302 Ethical Theory

This seminar will explore major issues or texts in classical or contemporary moral philosophy.

Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor. Offered at least once every two years.

Attributes: ES Discip Specializations Crs, Writing in the Discipline

303 Epistemology

This seminar will probe key issues in epistemology, such as: the nature of knowledge and justification, the challenge of skepticism, the relation of sense perception to conceptual thought.

Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor.

Attributes: ES Discip Specializations Crs, Writing in the Discipline

304 Philosophy of Language

What is the meaning of a word? How is it related to the thing or things it picks out? Can we provide a systematic account of the meaning of every sentence of a natural language (such as English, Japanese or Hebrew)? What is the relationship between what words mean and what we get across with them? In what sense, if at all, do we follow rules when we use language? This course is a seminar in which we will consider these sorts of questions among others.

Prerequisites: three prior courses in philosophy, including 103 (Logic) and two at the 200 level, or permission of the instructor. Offered every two years.

Attributes: Writing in the Discipline

391 Advanced Topics

A seminar focusing on a significant philosophical issue, text or philosopher.

Prerequisites: three prior courses in philosophy, at least two at the 200 level, or permission of the instructor.

Attributes: Writing in the Discipline

401 Senior Seminar

A seminar focusing in depth on a selected philosophical topic, author or text with special emphasis on student philosophical writing and voice.

Prerequisites: three prior courses in philosophy, at least one at the 300-level, or permission of the instructor.

Attributes: Humanities (Division I A).

Physical Education Curriculum

GENERAL INFORMATION

The Physical Education requirement contributes to students' physical, social and psychological development. The primary emphases of the program include learning and developing skills and understanding the benefits of physical activity. The Department is committed to providing a quality of instruction that promotes a healthy lifestyle and encourages participation in lifetime activities. Students must pass four half-semester blocks of physical education: either four fitness activity blocks or three fitness activity blocks and one cognitive physical education block. Physical education courses are graded on Pass/Fail basis and do not carry academic credit.

NOTE: Students may repeat a physical education activity course one time. Priority during course request will be given to students who have not had the activity previously. Every student must complete the physical education requirement unless excused in writing by the Chair of Physical Education.

Intercollegiate Sports Participation can count for one block of physical education credit for each season of varsity sport played.

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 one block of physical education credit for each year the student remains in the program.

Physics and Astronomy Curriculum

MAJOR

A physics major consists of a minimum of eleven courses, usually five core courses, at least four electives, and two courses of research during the senior year. Students should be aware that most physics courses have mathematics corequisites and/or prerequisites, as listed in the course description. Courses above the 200-level typically require a facility with multivariate calculus (normally requiring completion of two courses in mathematics). Each student majoring in physics is expected to acquire a basic knowledge of classical and modern physics by taking a core sequence consisting of two semesters of workshop physics (131, 132 or 141, 142) followed by 211, 212 and 282. Students will then select at least four elective courses tailored to their preparation, interests, and goals. At least two of these must be at the 300-level or above. All physics majors not enrolled in a 3-2 engineering program must complete the Advanced Laboratory Capstone sequence 491, 492 OR two semesters of Independent Research (PHYS 550) with senior status and permission of the instructor. The introductory courses intended primarily for non-science majors, Life in the Universe (ASTR 105), Mysteries of the Solar System (ASTR 109), and Stars, Galaxies, and Beyond! (ASTR 110) may not be applied towards a physics major.

Physics-Engineering Track:

Thirteen courses

PHYS 131, 132, 211, 212, 213, 282, 311, 312, 331 OR 314, 491 and 492

COMP 131

CHEM 131 OR 141

MINOR

Minor in Physics

A physics minor is expected to acquire a basic knowledge of classical and modern physics by taking six of the department's course offerings, including a two semester workshop physics sequence (131, 132 or 141, 142) and 212. The remaining three courses required for the minor must be at or above the 200-level. A student may not apply courses used to fulfill the requirements of a minor in physics to fulfill the requirements of a minor in astronomy.

Minor in Astronomy

Options are available for students who wish to add an astronomical perspective to a major in any field. The minor consists of the following: ASTR 109, PHYS 131, PHYS 132, ASTR/PHYS 208, PHYS 212, and ASTR/PHYS 306 OR one other astronomy-related course offered in the Physics and Astronomy Department, which may include an independent study, independent research, or internship credit offered by the Department of Physics and Astronomy. One of these courses/experiences may, upon prior approval by the Department, be offered by another department or be an external experience such as a summer Research Experience for Undergraduates. No more than three of these courses or experiences may count toward both the physics major and the astronomy minor. Note that there are mathematics prerequisites for PHYS 131, 132 and 212.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The Physics major is designed to allow students to start in either the first year or the sophomore year.

The following are suggested courses for a student starting the first year:

First Year

PHYS 131/132

MATH 151/170 or 170/171

Sophomore Year

PHYS 211, 212, 282

MATH 270 or 171/270

Junior Year

Four 300-level or above Physics courses, including 311, 331 or 431 (depending on course offerings)

PHYS 392 (half-credit junior seminar)

Senior Year

PHYS 491, 492 OR two semesters of Independent Research 550 (usually with a common theme); 312, 331 or 431

First-years: Students should be advised to take PHYS 131/132 and MATH 151/170 or 170/171**Physics-Engineering Track***First year*

PHYS 131/132

MATH 170/171

Sophomore Year

PHYS 211, 212, 282

MATH 270

CHEM 131 or 141

Sophomore or Junior Year

PHYS 213

Junior Year

PHYS 311, PHYS 331 or PHYS 314

COMP 131

Senior Year

PHYS 312, 491, 492

Students planning to do graduate study in physics, astronomy or engineering need to include 311 and 312 (potentially 331 and/or 431 as well, depending on field of study). For students not planning to do graduate study in physics or engineering, options include 313, 314, 315 and 361 as offered. Students planning to do graduate study in astronomy need to additionally take 208, 306 or 406 as offered.

Astronomy Minor*First Year*

PHYS 131/132

ASTR 109

Sophomore Year

ASTR/PHYS 208

PHYS 212

Junior Year

ASTR/PHYS 306

Senior Year

1 additional course

First-years: Students should be advised to take PHYS 131, PHYS 132, and ASTR 109

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Independent study or research is strongly encouraged by the department. Independent research projects are readily available in the many areas, including pattern formation, plasma physics, non-linear dynamics, molecular and laser physics, 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 discuss with faculty the independent research they plan to pursue during the required 491/492 course sequence their senior year.

HONORS

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. For more detailed requirements, go to the [department's web site](#).

COURSES

Courses in Astronomy

105 *Life in the Universe*

A comprehensive study of the astronomical possibilities of extraterrestrial life including a brief survey of the universe, conditions necessary for life, and astronomical observations (including UFOs) which support or deny the premise that life in the universe is a common phenomenon.

Attributes: Quantitative Reasoning

109 *Mysteries of the Solar System*

This course explores questions that are as old as humanity; you will step into the shoes of ancient astronomers to ponder the workings of the night sky and Solar System. Why do the stars move the way they do? Why do some bright objects wander the night sky? Can we know what these objects are and where they came from? We will develop practical and critical thinking skills that are crucial to the art of discovery, focusing on the historical use of naked eye and telescopic observations, as well as the use of present day space probes and the electromagnetic spectrum. Our journey will take us to the planets and some fascinating moons.

Three hours classroom, one two-hour laboratory a week. This course counts toward the astronomy minor.

Attributes: Appropriate for First-Year, Lab Sciences, Quantitative Reasoning

110 *Stars, Galaxies, and Beyond!*

Modern astronomy encompasses a wide range of fascinating topics, from cutting-edge techniques used to detect and survey exosolar planets, to advances in astrophysics that reveal tantalizing glimpses into the nature of space and the beginning and possible end of our universe as a whole. This course will look at the tools and physics that astronomers utilize, as well as the electromagnetic spectrum to explore and expand our understanding of the Universe. Students will apply fundamental ideas from physics to the Sun, as well as distant objects, both within and outside our own Galaxy.

Three hours classroom, one two-hour laboratory a week. This course may count toward the astronomy minor.

Attributes: Appropriate for First-Year, Lab Sciences, Quantitative Reasoning

208 *Introductory Astrophysics*

An introduction to the physical basis of astronomy, including celestial mechanics and tools of observational astronomy. Insight into how the field has evolved since ancient times, as well as an appreciation of the problems

explored by current research will be gained. Content is similar to ASTR 110, but with additional emphasis on mathematical analysis of astrophysical phenomena.

Prerequisite: 131 or 141 or permission of instructor. This course is cross-listed as PHYS 208.

Attributes: Quantitative Reasoning

306 Intermediate Astrophysics

This course covers in greater detail one area of astrophysics. The areas include stellar atmospheres and stellar magnetic fields, nuclear reactions, energy generation and nucleosynthesis in stars; the structure and content of galaxies; practical investigation and analysis of astrophysical phenomena using spectroscopy and the 24-inch Britton telescope, the programming language Python, and other data reduction tools; the structure and evolution of planetary surfaces and atmospheres.

Prerequisite: 212 or permission of instructor. This course is cross-listed as PHYS 306.

406 Advanced Astrophysics

An advanced course in selected areas of astrophysics. Topics selected from areas of astronomy and astrophysics that require a background in dynamics and electromagnetism. Topics may include celestial mechanics and orbit determination, numerical simulation of many-body systems, galactic dynamics, spectroscopy and electrodynamics of the interstellar medium, or general relativity and cosmology.

Prerequisite: 311, 312 or permission of instructor. This course is cross-listed as PHYS 406.

Courses in Physics

NOTE: Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 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.) Because of the similarity in course content, students will not receive graduation credit for both 102 and 202.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Quantitative Reasoning

114 Climate Change and Renewable Energies

An introduction to the physics of global climate change and a hands-on exposure to several types of renewable energy. The first third of this project-centered course introduces the basic physical principles of global climate change with a focus on radiative equilibrium, greenhouse effect, energy balance, and entropy. Since the energy sources of an energetically sustainable future will consist of renewable energies and possibly thermonuclear fusion energy, the remaining two thirds of the course is devoted to an exploration of wind turbines, solar concentrators, thermoelectric convertors, and photovoltaic systems.

This course will not count toward major requirements in physics. Offered every two years.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Lab Sciences (Division III), Quantitative Reasoning, SINE Elective

131 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. Additional topics in chaos or nuclear radiation are introduced. Basic calculus concepts are used throughout the course. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study.

Three two-hour sessions per week. Because of the similarity in course content, students will not receive graduation credit for both 131 and 141. Prerequisite: Completion of, or concurrent enrollment in, MATH 151 or 170.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Lab Sciences (Division III), Quantitative Reasoning

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. Topics in thermodynamics, electricity, electronics and magnetism are covered. Additional topics in chaos or nuclear radiation are introduced. Basic calculus concepts are used throughout the course. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study.

Three two-hour sessions per week. (Students enrolled in Physics 132 who have completed Mathematics 170 are encouraged to continue their mathematics preparation while taking physics by enrolling in Mathematics 171.) Because of the similarity in course content, students will not receive graduation credit for both 132 and 142. Prerequisite: 131 and completion of, or concurrent enrollment in MATH 170.

Attributes: Appropriate for First-Year, ES Foundations of Env Sci Crs, Lab Sciences (Division III), Quantitative Reasoning, Sustainability Connections

141 Physics for the Life Sciences

Introductory, non-calculus physics, principally for life science and pre-med students. Topics include mechanics, thermodynamics, acoustics, optics, electricity, magnetism, and modern physics.

Three two-hour workshop sessions a week. Because of the similarity in course content, students will not receive graduation credit for both 131 and 141.

Attributes: ES Foundations of Env Sci Crs, Lab Sciences (Division III), Quantitative Reasoning

142 Physics for the Life Sciences

Introductory, non-calculus physics, principally for life science and pre-med students. Topics include mechanics, thermodynamics, acoustics, optics, electricity, magnetism, and modern physics.

Three two-hour workshop sessions a week. Because of the similarity in course content, students will not receive graduation credit for both 132 and 142. Prerequisite : 141.

Attributes: ES Foundations of Env Sci Crs, Lab Sciences (Division III), Quantitative Reasoning

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.

Attributes: Quantitative Reasoning

211 Vibrations, Waves & Optics

The physics of periodic motions, oscillating systems, resonances, propagating waves and optical phenomena. The course is centered around various projects such as the investigation of a kinetic art apparatus, the study of a tuned-mass-damper in a high-rise building, an examination of the Fourier spectrum of different musical instruments, and the dispersion relation for a very large slinky. The course culminates with a presentation at either the “Rainbow Symposium” or the “Vision Symposium.”

Prerequisite: 131 and 132 or 141 and 142, and MATH 170 or permission of instructor. NOTE: Completion of both 211 and 212 fulfills the WID requirement.

Attributes: Lab Sciences (Division III)

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 171 or permission of instructor. NOTE: Completion of both 211 and 212 fulfills the WID graduation requirement.

Attributes: Quantitative Reasoning

213 Analog & Digital Electronics

Circuit design and the analysis of electronic devices. Modern digital and analog circuit elements, including diodes, transistors, op amps, and various integrated circuits, are used in amplifiers, power supplies, and logic circuits. Class and laboratory work are integrated during class time totaling up to seven hours per week. Students design and build projects at the end of the semester.

Prerequisite: 132 or 142 or permission of instructor.

Attributes: Lab Sciences (Division III), Quantitative Reasoning

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 171 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.

Attributes: Quantitative Reasoning

312 Electrodynamics

This course will investigate electrostatics, magnetostatics, and electrodynamics in vacuum and in matter. Maxwell's equations of electrodynamics are developed and explored in depth. Vector calculus is used throughout this course. Possible projects include the experimental study of capacitors, the force and torque on a magnetic dipole, and an exploration of Faraday-induced electric fields.

Prerequisite: 211, 212 and 282, or permission of instructor. Normally offered every other year.

Attributes: Quantitative Reasoning

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.

Attributes: ES Applications of Env Sci Crs

315 Principles of Medical Imaging

This course will examine the physical principles that allow physicians to look inside the human body and will investigate how these principles are implemented in practice. This course will involve some hands-on projects, with possible topics including Magnetic Resonance Imaging (MRI), medical ultrasound, and Positron Emission Tomography (PET).

Prerequisite: 212 and MATH 270 or permission of instructor. Normally offered every other year.

Attributes: Quantitative Reasoning

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 Phys

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 credit.

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 credit.

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 electro-dynamics 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

Attributes: Quantitative Reasoning

491 Advanced Laboratory Capstone I

In this capstone experience, students will work in groups to study several advanced physics topics in detail. Potential topics include muon decay, microwave diffraction, the speed of light, pulsed nuclear magnetic resonance, and

the Hall effect. The course emphasizes collaborative research, investigative techniques, oral and written communication.

Prerequisite: Physics major senior status. The physics major requires either the two-semester sequence of 491 & 492 OR two semesters of PHYS 550.

492 Advanced Laboratory Capstone II

In this capstone experience, students will work in groups to study several advanced physics topics in detail. Potential topics include muon decay, microwave diffraction, the speed of light, pulsed nuclear magnetic resonance, and the Hall effect. The course emphasizes collaborative research, investigative techniques, oral and written communication.

Prerequisite: Physics major senior status. The physics major requires either the two-semester sequence of 491 & 492 OR two semesters of PHYS 550.

Policy Management Curriculum

See [Policy Studies](#)

Policy Studies Curriculum

MAJOR

Law and Policy

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

LAWP 300: Gateway

LAWP 400: Senior Seminar

In addition, the major has the following requirements:

ELECTIVES (6):

1 empirical social analysis elective

2 law-related electives

1 policy-related elective

1 additional law- or policy-related elective

1 Foundations of Economic Policy elective (normally satisfied by ECON 228)

TRANSCRIPT NOTATION INTERNSHIP

Must focus on policy and law

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

For the Policy Management and Law & Policy majors, refer to the following advising sheets:

[Policy Management Major advising sheet](#)

[Law & Policy Major advising sheet](#)

HONORS

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 web page](#).

INTERNSHIPS

All Policy Studies majors must complete an internship related to law or policy. 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. In almost all other cases, students must complete the [Transcript Notation](#) program with the Dickinson College Career Center.

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. The following is a list of the most popular and appropriate programs for Policy Studies majors:

[Danish Institute for Study Abroad](#) (DIS: Copenhagen, Denmark)

[The Washington Center](#) (TWC; Washington, DC)

[Nilsson Center for European Studies](#) (Bologna, Italy)

[Dickinson in Australia](#) (University of Queensland, Brisbane, Australia)

CO-CURRICULAR ACTIVITIES/PROGRAMS

Many Policy Studies majors participate in Dickinson's very successful Mock Trial program. For more information, contact, mocktrial@dickinson.edu.

COURSE

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.

Prerequisites: POSC 120 and ECON 111. This course is cross-listed as PMGT 200.

Attributes: ES Discip Specializations Crs

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.

230 Negotiation and Advocacy

This course will focus on the role of the advocate in the law and policy-making process. It will consider various types of advocacy (public debate, litigation, public relations, etc.) and various methods of negotiation as well as compare and contrast the advocate's role in different forums (legislatures, courts, administrative agencies, the press, etc.).

Prerequisites: POSC 120 or permission of the instructor.

Attributes: ES Discip Specializations Crs

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.

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.

Attributes: ES Discip Specializations Crs

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.

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.

Attributes: ES Discip Specializations Crs, Humanities (Division I A)

259 Law, Politics, and Society in Asia

This course examines the interaction between law, legal institutions and citizens in China, Japan and India. Covering history and the contemporary scene, course focuses on how law works in practice and is understood and used by ordinary people in Asia. It covers areas such as marriage and divorce, the legal profession, lost property, civil rights, the environment, sexuality, mediation, land development and property, among others. Comparisons between the United States and Asia, as well as between Asian countries, will be emphasized.

This course is cross-listed as EASN 259 and POSC 259.

Attributes: Comparative Civilizations, Comparative Poli Sci Course, EASN Elective Set 3, Social Sciences (Division II)

290 Selected 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.

Attributes: Social Sciences (Division II)

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.

400 Law and Policy 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 at 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

PMGT 301: Policy and Leadership

PMGT 401: Senior Seminar

In addition, the major has the following requirements:

ELECTIVES (3):

1 ethics elective

1 empirical social analysis elective

1 Foundations of Economic Policy elective (normally satisfied by ECON 228)

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

HONORS

Honors guidelines can be referenced online by visiting the [Policy Studies home page](#).

INTERNSHIPS

All Policy Studies majors must complete an internship related to law or policy. 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.

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COURSES

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.

Prerequisites: POSC 120 and ECON 111. This course is cross-listed as LAWP 200.

Attributes: ES Discip Specializations Crs

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. This course is a Health Studies elective

Prerequisite: One previous course in philosophy, or LPPM 200, or permission of instructor. This course is cross-listed as PHIL 220.

Attributes: Health Studies Elective, Humanities (Division I A), NRSC Non-Div 3 Elective

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.

301 Policy and Leadership

This course will focus both on traditional (top-down) and other less traditional models 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.

Prerequisite: LPPM 200.

Attributes: ES Discip Specializations Crs

401 Policy Management 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 Curriculum

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, 260, 261, 264, 270, and, when appropriate, 275, 276, 190, 290), 239 Research Methods or any course with a departmental Methods Designation, and a 390 seminar. This seminar is normally to be taken on campus during the junior or senior year. No course may be taken Pass/Fail. Normally five courses must be taken in residence.

MINOR

Six courses. Course work submitted for the minor must be from at least four of the subfields: political theory, American politics, comparative politics, and international relations. Normally three courses must be taken in residence.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

There is no necessary or preferred “path” through the Political Science major. Many students arrive on campus knowing that Political Science is the major for them. Many other majors discover their interest in politics and government after taking classes or becoming involved in campus activities.

The POSC major was designed to provide students with a solid foundation in the four subfields of Political Science (American Politics, Comparative Politics, International Relations, and Political Philosophy) and to enable students to tailor the major to their own interests as much as possible. In addition, the major’s flexibility allows students to complete the major while studying off campus and to combine the major with a second major.

Completion of the Political Science major requires ten courses.

- Students must take POSC 120, POSC 170, POSC 180, one Comparative Politics course, and a senior seminar.
- The other five courses are chosen by the student.
- Students, beginning with those who enter the College as First-Years in Fall 2018, must also take 239 Research Methods or any other course with a Political Science Methods Designation as one of the ten courses required for the major.
- Some of our majors pursue an interest in a region of the world (e.g., Latin America, East Asia, Africa, or Western Europe).
- Some of our majors focus on foreign policy and global politics.
- Some of our majors concentrate on American politics and political institutions.

The department offers courses in all of these areas and members of the department specialize in each of these areas.

Anyone considering the Political Science major should feel free to contact members of the department with any questions about the major. The faculty will gladly answer questions and explain the strengths and requirements of the major.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Many majors take courses in independent study, independent research, and student/faculty collaborative research, as well as internships. A major will receive political science credit for one internship (if taken for academic credit) if the subject matter is within the field of political science and if the academic advisor is a full-time member of the Political Science department, a faculty member of a Dickinson overseas program, or a faculty member of an off-campus program with which Dickinson College is affiliated. A major may petition the chair to count an additional internship as a political science course. A major will receive political science credit for all courses of

independent study (or research) if supervised by full-time members of the Political Science department. A student may petition the chair to count an independent study supervised by any other individual. If students have any questions about receiving political science credit for internships or independent studies, they should consult the department chair.

HONORS

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. Detailed [guidelines](#) can be found on the department's web page.

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 political thought, focused on such problems as the nature of justice, the meaning of freedom, the requirements of equality, the prevalence of moral dilemmas in political life, the question of whether we ought to obey the law, and the importance of power in politics. We will also discuss how these issues continue to resonate today.

This course is cross-listed as PHIL 180.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A), Philosophy Elective, Social Sciences (Division II)

202 Recent Political Thought

This class aims to show the breadth and vitality of the field of political theory today. It does this by deepening and broadening the account of the discipline offered in POSC 180, discussing the most important recent accounts of justice, freedom, and equality, and adding consideration of democracy, rights, power, culture, community, and cosmopolitanism. We will also explore issues of exploitation and exclusion relating to gender, class, race, and human interaction with the natural environment, and consider how recent theorists have tried to challenge these practices. The class also explores the contours of political theory as an academic field of study, considering the disciplinary contributions of fields such as philosophy, political science, international relations, legal studies, and history, and major ideologies such as liberalism, conservatism, socialism, anarchism, and feminism.

This course is cross-listed as PHIL 280. Prerequisite: 180 or PHIL 180, or permission of the instructor.

Attributes: ES Discip Specializations Crs, SINE Elective

204 Competing Political Ideologies

This class surveys the major ideologies that compete for political support in Western societies, such as liberalism, conservatism, and socialism, as well as radical alternatives (anarchism and fascism), and new perspectives such as feminism and ecogism/environmentalism. We will also examine the nature of ideology, and whether it is possible to develop a neutral, non-ideological perspective on politics.

Prerequisite: 180, or permission of the instructor.

Attributes: ES Discip Specializations Crs, SINE Elective

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.

206 Multiculturalism

How can ethnic minorities be incorporated into Western democracies as equal citizens? Must the state support the continuation of cultural practices and traditions? What if those practices conflict with the freedom and equality of members of minority groups, especially of women or children? These are among the most vexed and pressing issues for many democracies and a key part of recent debate in political theory. They raise major philosophical questions, such as how we can treat people as equals while respecting the differences between them and what the limits of toleration are. We will survey the main recent responses to these questions.

Prerequisite: 180, or permission of the instructor.

Attributes: AMST Struct & Instit Elective, SINE Elective, US Diversity

208 Justice in World Politics

An examination of how states ought to make ethical decisions about policies of global scope. Should asylum seekers and economic migrants be granted access to social services? How must states fight wars? How ought resources to be distributed between countries? We will explore the philosophical underpinnings of the arguments that have been developed in response to at least two of these questions.

This course is cross-listed as PHIL 285. Prerequisite: 170, 180 or PHIL 180, or permission of the instructor.

Attributes: ES Discip Specializations Crs, Humanities (Division I A), INST Globaliz & Sustain Course, SINE Elective, Social Sciences (Division II)

American Politics

120 American Government

A basic introductory course in American federal government which emphasizes its structure and operation. Special attention is given to the executive, legislative, and judicial processes.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ES Discip Specializations Crs, Social Sciences (Division II)

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.

Attributes: AMST Struct & Instit Elective

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.

Attributes: ES Discip Specializations Crs

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.

Attributes: ES Discip Specializations Crs

233 Gender, Politics, and Policy in the U.S.

Overview of gender and politics in the United States. Examines the roles women play in the U.S. policy process, how public policies are “gendered”, and how specific policies compare to feminist thinking about related issue areas. The course also discusses gender-based differences in political participation inside and outside of government.

This course is cross-listed as WGSS 202. Prerequisite: 120 or AP credit equivalent.

Attributes: AMST Representation Elective, AMST Struct & Instit Elective, LAWP Policy Elective, PMGT Domestic Public Policy, US Diversity, Women & Gender Studies Elect

241 Race and Gender in American Politics

This course will examine the role of race and gender in the American political process, paying special attention to identity politics and how interests achieve representation in the electoral and legislative arenas. How do social movements achieve (or fail to achieve) social change? How do race and gender affect the politics and policy outcomes of areas such as immigration, affirmative action, and health care?

Prerequisite: 120 or permission of the instructor.

Attributes: Social Sciences (Division II)

242 Political Behavior

Cultural, social, and psychological factors which contribute to forms and directions of political behavior. Special attention is given to American voting behavior, ethnic political behavior, and personality influences on politics. Field surveys are undertaken to illustrate contemporary trends.

Prerequisite: 120, or permission of the instructor.

Attributes: ES Discip Specializations Crs

243 Mass Media and American Politics

Examines the causes, content, and consequences of political news, primarily focusing on television. It will explore the ways in which audience characteristics, organizational routines, and professional socialization influence the style and substance of the news. The content of news will be analyzed for: the three branches of government, war, foreign governments, crises, and presidential campaigns. The impact of the media on political behavior will also be discussed. Content analysis will be used by students to systematically analyze television network news.

Prerequisite: 120, or permission of the instructor.

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs

244 Public Opinion

Examines the origins, nature, and impact of public opinion in the United States. The ways that the public's attitudes are shaped and used by interest groups, politicians, and the mass media will be discussed. Methods of measuring public opinion, with special attention to polling, will be studied.

Prerequisite: 120, or permission of the instructor.

Attributes: ES Discip Specializations Crs, Quantitative Reasoning

245 Political Parties and Interest Group

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.

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs

246 The Legislative Process

An analysis of the legislative branch of government, especially Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary.

Prerequisite: 120, or permission of the instructor.

Attributes: ES Discip Specializations Crs

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.

Attributes: AMST Struct & Instit Elective

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.

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs

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.

Attributes: Appropriate for First-Year, Comparative Poli Sci Course, ES Discip Specializations Crs, Social Sciences (Division II)

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 organizations.

Attributes: Comparative Poli Sci Course, INST European Course, Social Sciences (Division II)

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, Latino and Caribbean Studies. This course is cross-listed as LALC 251.

Attributes: Comparative Poli Sci Course, INST Latin America Course, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Social Sciences (Division II)

252 African Government & Politics

An introduction to the politics of contemporary Africa. After reviewing the large historical, international, and socio-economic patterns of African politics, the course examines in greater depth a sampling of national political systems and salient regional or continent-wide themes.

Prerequisite: one course in political science.

Attributes: Comparative Poli Sci Course, Global Diversity, INST Africa Course

253 Russian Politics

An introduction to contemporary Russian politics and policy, set against the backdrop of both the communist legacy and traditional Russian political culture. Coverage includes political institutions such as the presidency and the legislature, political processes and behavior such as elections and voting, and key policy issues such as economic policy. The course will conclude with an examination of Russia's evolving place and role in the international system.

Prerequisite: one course in political science or permission of the instructor.

Attributes: Comparative Poli Sci Course, INST Russia Course

254 Comparative Asian Governments and Politics

Comparison of selected Asian political systems with special attention given to the emergence of new nations from old cultures, contrasting patterns of political and economic development, and the current state of political affairs in each country studied.

Prerequisite: one course in political science or East Asian Studies.

Attributes: Comparative Poli Sci Course, EASN Elective Set 3, INST Asia Course, Social Sciences (Division II)

255 Chinese Politics

An introduction to the contours of contemporary politics as shaped by traditional and revolutionary legacies, the institutions of state socialism, China's underdevelopment and struggles over power and policy.

Attributes: Appropriate for First-Year, Comparative Poli Sci Course, EASN Elective Set 3, INST Asia Course, Social Sciences (Division II)

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.

Attributes: Comparative Poli Sci Course, ES Discip Specializations Crs, Social Sciences (Division II)

257 Democracy & 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.

Attributes: Appropriate for First-Year, INST Globaliz & Sustain Course, Social Sciences (Division II)

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.

Attributes: Comparative Poli Sci Course, ES Discip Specializations Crs, INST Globaliz & Sustain Course, SINE Elective

259 Law, Politics, and Society in Asia

This course examines the interaction between law, legal institutions and citizens in China, Japan, India and Thailand. Covering history and the contemporary scene, course focuses on how law works in practice and is understood and used by ordinary people in Asia. It covers areas such as marriage and divorce, the legal profession, lost property, civil rights, the environment, sexuality, mediation, land development and property, among others. Comparisons between the United States and Asia, as well as between Asian countries, will be emphasized.

This course is cross-listed as EASN 259 and LAWP 259.

Attributes: Comparative Civilizations, Comparative Poli Sci Course, EASN Elective Set 3, Social Sciences (Division II)

260 Media & Politics in the Middle East & North Africa

Together we will try to answer the questions: What roles do media technologies and practices (particularly new digital technologies) play in the politics of Middle Eastern and North African (MENA) countries? How do states respond to the challenges and opportunities presented by changes in the communication ecosphere? We will study the development of mass media and its regulation in the MENA region. Students will collaborate to produce presentations for the class on particular problems in the role of media in politics and society, and will also complete individual critical and reflective works. The class will make extensive use of digital and social media, seeking to understand their political and social impact partly through first-hand experience.

This course is cross-listed as MEST 260. Offered every two years.

Attributes: Comparative Civilizations, Comparative Poli Sci Course, INST Middle East/N Africa Crse, Social Sciences (Division II)

261 Authoritarianism & Change in the Middle East & North Africa

This course will examine the most important features of the different varieties of authoritarian regimes in the Middle East & North Africa (MENA) and seek to explain the different outcomes of popular uprisings against them and other pressures to reform. Participants will study the range of governing institutions and traditions among modern MENA regimes. Students will learn to analyze competing explanations for the persistence of authoritarianism in the region—for example: explanations derived from culture; from abundant hydrocarbons resources; from colonialism; and from historical institutions—as well as the prospects for the spread of more democratic government in the region.

This course is cross-listed as MEST 261.

Attributes: Comparative Civilizations, Comparative Poli Sci Course, Social Sciences (Division II)

264 Politics, Society & Culture in Israel

This course provides an overview of the major political, social, and cultural forces that have shaped, and continue to shape, modern Israel. It covers the origins of the Zionist movement, political leadership, foreign relations, parties, the electoral system and the Israeli-Palestinian and Israeli-Arab conflict more broadly. In society, it focuses

on the major cleavages in Israeli society, civil society, consumerism, as well as the impact of the Holocaust and the role of the Israel Defense Forces. The cultural component centers largely on poetry, short stories and changes in popular music. The course is intended to add nuance and depth to the often one-dimensional portrayal of Israel in the media and provide students with the analytical tools to better understand events in the Middle East.

This course is cross-listed as MEST 264 and JDST 264.

Attributes: Appropriate for First-Year, Comparative Civilizations, Comparative Poli Sci Course, Humanities (Division I A), Judaic Studies Elective, Social Sciences (Division II)

International Relations

170 International Relations

An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization.

This course is cross-listed as INST 170.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Security Studies Course, Social Sciences (Division II)

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.

This course is cross-listed as INST 270.

Attributes: Comparative Poli Sci Course, INST European Course, Social Sciences (Division II)

271 Ethics and International Security

A course in applied ethics that examines the role ethical considerations both do and should play in the pursuit of national and international security objectives. Among the specific topics to be examined are the decision to go to war, rules governing how wars are fought, the ethics of weapons of mass destruction, the ethics of terrorism, the torture debate, economic sanctions, and humanitarian intervention.

Prerequisite: 170, or permission of the instructor. This course is cross-listed as INST 271.

Attributes: ES Discip Specializations Crs, INST Globaliz & Sustain Course, Security Studies Course

272 International Terrorism

This course provides a historic overview of international terrorism, its origins, evolution, characteristics, and the strategies of the participants. Starting with a clear definition of terrorism, the course will examine various historic case studies in an effort to identify common characteristics of terrorist activity, terrorist motivations, the origins of today's terrorist movements, and a general typology of terrorism. Studies will focus on specific "types" of terrorist activity as those types manifest themselves in the world today. The catastrophic events of September 11, 2001 and their impact on the national security of the United States will be the subject of several lessons. Finally, this course will examine the current strategies in the international struggle against terrorism, and their implications and challenges.

This course is cross-listed as INST 272.

Attributes: Security Studies Course, Social Sciences

273 International Political Economy

This course examines the politics of global economic relations. Specific topics discussed include: trade and protectionism, international monetary relations, foreign direct investment, global institutions such as the International Monetary Fund (IMF), World Bank, and World Trade Organization (WTO), regional economic integration (e.g. the European Union [EU] and North American Free Trade Agreement [NAFTA]), economic development, and the economic emergence of China and India. The larger issue serving as the backdrop to all of this is economic globalization -- its significance, sources, and consequences.

Prerequisite: 170, or permission of the instructor. This course is cross-listed as INST 273.

Attributes: ES Discip Specializations Crs, INST Globaliz & Sustain Course

275 Studies in Modern European Politics

To be offered only in Bologna.

Attributes: Comparative Poli Sci Course, INST Italy Course, Social Sciences (Division II)

276 Studies in Modern European Politics

To be offered only in Bologna.

Attributes: Comparative Poli Sci Course, INST Italy Course, Social Sciences (Division II)

277 International Politics of the Middle East

This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics.

This course is cross-listed as MEST 266 and INST 277.

Attributes: Comparative Civilizations, INST Middle East/N Africa Crse, Security Studies Course, Social Sciences (Division II)

280 American Foreign Policy

A survey of U.S. foreign policy since World War II. American approaches to such issues as containment, detente, arms control, deterrence, international law, and 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 INST 170 or permission of the instructor. This course is cross-listed as INST 280.

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs, Security Studies Course

281 American National Security Policy

Analysis of formulation and implementation of American national security policy within the context of American society and the international system. National security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society.

Prerequisite: POSC 170 or 120 or INST 170 or permission of the instructor. This course is cross-listed as INST 281.

Attributes: AMST Struct & Instit Elective, Security Studies Course

283 Intelligence and National Security

This course provides a basic understanding of the history, organization, activities, limitations, and capabilities of the U.S. national intelligence community, and the role of intelligence in developing and executing U.S. national security policy. The course also examines the significance of intelligence for policymakers and planners, the legal issues surrounding intelligence practices; the relationship between Congress, the Judiciary, and the intelligence community; and the future of U.S. intelligence.

Prerequisites: 120 & 170/INST 170. This course is cross-listed as INST 283.

Attributes: Security Studies Course

284 European Security

What security issues do European countries face? How are European countries, the European Union, and NATO responding to various threats? This course delves into the structure of European security, examines the security challenges confronted by Europe, and weighs the opportunities these challenges present for enhancing Europe's security and global leadership. Students will learn how European governments define security, formulate strategies, and implement policies to meet a host of traditional, transnational, and human security concerns.

This course is cross-listed as INST 284. Prerequisite: 170/INST 170.

Attributes: INST European Course, Security Studies Course

Special Topic Courses

190 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.

232 Religion in American Politics

This class will provide students with an overview of the role of religion in American politics. Students will become more familiar with the dynamics of a complex and diverse United States through in-depth study of the political differences that define several major religious groups. The political intersections between religion, race, gender, sexual orientation and class will be explored, helping students to think critically about political power. Other topics will include important aspects of constitutional law as they pertain to religious rights, and the various ways in which religion influences public policy.

Attributes: Social Sciences, US Diversity

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.

Attributes: Quantitative Reasoning, Social Sciences (Division II)

290 Selected Topics in Political Science

Topics not normally studied in depth in the regular offerings are analyzed in these special topics courses. Recent offerings have included: Contemporary Political Ideologies, Mexican Politics, Political Thought of the Enlightenment, Politics in Fiction, Separation of Powers, The Bill of Rights, and Italian Politics.

Prerequisite for 290 is dependent upon topic.

Attributes: Social Sciences (Division II)

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 Curriculum

See [Spanish and Portuguese](#)

Portuguese and Brazilian Studies Curriculum

MINOR

Five courses:

PORT 202

A minimum of (4) four other courses, typically with significant Luso-Brazilian content (a minimum of one course from the Humanities, and one from the Social Sciences). Courses must be decided in consultation with the minor coordinator.

NOTE: PORT 231 is strongly encouraged.

Exceptions can be made by permission of the coordinator.

Students must conduct the main research of the following classes on a Portuguese-speaking area (for some of the classes FLIC option is available):

ANTH 222: Contemporary Peoples of Latin America

ARCH/ANTH/LALC 262: South American Archaeology

ECON 236: Latin American Economies

HIST 130: Early Latin American History to 1800

HIST 131: Modern Latin American History since 1800

HIST 215: Topics in Comparative History (When appropriate)

HIST 272/AFST 310: The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850

HIST 283/LALC 283: Latin American - U.S. Relations

HIST 315: Studies in Comparative History (When appropriate)

LALC 101: Introduction to Latin American Studies

LALC 200: Special Topics in Latin American, Latino, and Caribbean Studies (When appropriate)

LALC 300: Special Topics in Latin American, Latino, and Caribbean Studies (When appropriate)

PORT 231: Conversation and composition

PORT 242/LALC 242: Brazilian Cultural and Social Issues

PORT 380: Topics in Luso-Brazilian and Hispanic Studies

POSC 251: Latin American Politics

SPAN 380: Topics in Luso-Brazilian and Hispanic Studies (When appropriate)

Courses in CIEE Liberal Arts Program and CIEE Culture Business Program, in São Paulo, Brazil: Up to two classes related to a Portuguese-speaking area, taken at the CIEE Council in São Paulo may count towards the minor. One additional course related to a Portuguese-speaking area may count when taken at the Pontifícia Universidade Católica or at the Fundação Getúlio Vargas. Course must be pre-approved by the minor coordinator.

COURSES

101 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.

Attributes: Appropriate for First-Year

102 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.

Prerequisite: 101 or the equivalent

200 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.

201 Intermediate Portuguese

Review of Portuguese syntax. Introduction to conversation and composition through selected cultural and literary readings.

Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

Attributes: Appropriate for First-Year

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: 201, 200 or permission of the instructor.

Attributes: Portuguese & Brazilian Studies

242 Brazilian Cultural and Social Issues

In this class students learn about a variety of aspects of Brazilian culture and social issues. While highly discussed topics in Brazil and about Brazil, such as carnival, malandragem, and jeitinho are examined, throughout the semester students explore three different types of encounters: Native encounters, African and Afro-Brazilian encounters, and gender encounters. Students analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class examines issues of representation related to marginalization, violence and banditry. In order to carry out the analysis of ideas and cultural representations and their development, students work with a variety of texts from different disciplines - literature, anthropology, sociology, history, and film - and follow an intersectional methodology.

This course is cross-listed as LALC 242. Offered every year.

Attributes: Appropriate for First-Year, Global Diversity, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies

290 Brazilian Cinema

This class focuses on important examples of Brazilian cinema, as well as on critical episodes, manifestos, and challenges faced by Brazilian directors, screenwriters, and actors. The class will also analyze diverse periods and genres, such as chanchadas, Cinema Novo, and retomada. Particular attention will be paid to the representation of native Brazilians, Afro-Brazilians, women, and marginalized places (Backlands, favelas, etc.), and how their representation has had social and economic repercussions in Brazil. Taught in English. Available as a FLIC option in Portuguese.

This course is cross-listed as FMST 290 and LALC 290. Offered every two years.

Attributes: Humanities, Lat Am, Latino, Carib St Elect

304 Afro-Brazilian Literature

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

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

Attributes: AFST - Diaspora Course, Humanities, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Writing in the Discipline

380 Topics in Luso-Brazilian and Hispanic Studies

Study of significant cultural, literary, and historical topics concerning the Portuguese and, when appropriate, the Spanish speaking world. A sampling of topics includes the Medieval Song, Gender Transgression in Brazilian literature, Malandragem and Bandits in Brazil, Gender and Race in the literatures of the luso-phone world, Writing after the 1964 Brazilian Coup d'état, Performing Gender in Latin America.

Prerequisite: 242 or permission of the instructor.

Pre-Business Management Curriculum

GENERAL INFORMATION

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; 151, Introduction to Calculus or 170, 171, Single Variable Calculus and Multivariable 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)

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.gmac.com for registration information.

MBA DIRECT ADMISSIONS PROGRAM

Dickinson College has a direct admission agreement with the [Simon Business School, 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

Contact the Career Center for more information and assistance with admission to graduate programs.

Pre-Engineering Curriculum

GENERAL INFORMATION

An excellent preparation for a career in engineering combines a liberal arts background with a traditional engineering program. Dickinson offers this opportunity through two options: admission to Master's program in engineering after completion of a science major, or, by the 3:2 option with three prominent Engineering programs: Case Western Reserve University, Columbia University, and Rensselaer Polytechnic Institute.

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.

3:2 Option with Case Western Reserve University, Columbia University or Rensselaer Polytechnic Institute: Students who chose the 3:2 option students must plan their program carefully in order to meet all the requirements.

The 3:2 option is a five-year program consisting of three years at Dickinson and two years at either Case Western Reserve University, Columbia University or Rensselaer Polytechnic Institute. 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 for admission to the engineering schools, engineering majors available and the pre-requisite courses necessary to qualify for admission vary for each school. Detailed information regarding the admissions criteria, including pre-requisite coursework that must be completed, application deadlines and the majors available at each Engineering school can be found on the [Engineering Program Linkage Agreements web site](#).

Pre-Health Curriculum

GENERAL INFORMATION

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, we will cover information regarding required coursework and the Pre-Health advising program. Following this meeting, we will add interested individuals to the Pre-Health student list.

We will assign each student to 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/alum applies to professional school. The Committee also provides advice and prepares evaluations for students interested in any of the health professions. The pre-health professions advisor in the Career Center supports all pre-health students with health career information and assistance as requested by students during the professional school application and interview process.

The majority of students accepted into medical schools majors in one of the sciences. Pursuing other majors is possible, but students must show their ability to do superior work in biology, chemistry, and physics. When planning to attend professional school immediately following graduation, students in all majors should finish the science courses by the end of the junior year to prepare for the Medical College Admission Test or another professional exam. At the earliest, candidates should take these tests in the spring of the junior year. Many professional school applicants choose to wait until after graduation to take tests and apply for professional school programs.

Common Courses to complete before professional school application:

Chemistry: 5 semesters (inorganic- 131, 132 OR 141 plus 243; organic- 241, 242 and Biochemistry – 331, no lab, OR 342, with lab)

Biology: 2 semesters (131, 132 – these courses are not sequential)

Physics: 2 semesters (Sequence 141, 142 preferred; however, 131, 132 will suffice)

Mathematics: 2 semesters (Choose a sequence: 170, 171 OR 170, 121)

English/Writing: 2 semesters

Psychology/Sociology: Discuss options for specific courses with your Pre-Health Advisor

Explore prerequisite courses for potential schools in the first year. Some additional prerequisite courses suggested by individual professional schools might include Statistics, Microbiology, Cell Biology, Genetics, Histology, Vertebrate Anatomy, Metabolism, Physiology, humanities courses and others.

Pre-Law Curriculum

GENERAL INFORMATION

Law school admissions committees agree that the most appropriate and beneficial preparation for law school is a traditional liberal arts education combined with relevant 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 20)

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 argument-formation skills. Possibilities include:

Writing: Special Topics (ENGL 212)

Critical Approaches (ENGL 220)

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 Curriculum

MAJOR

Eleven courses:

1. **Four 100-level courses:** One course from each group and one elective from any group or PSYC 185. Group 1: 110, 120, 125, 130. Group 2: 155, 160, 165, 175. Group 3: 135, 140, 145, 150. Psychology 180 courses are designated by the chair as an elective or as belonging in Group 1, 2 or 3.
2. **201 and 202 OR 210 and 211**
3. **Two 300-level courses**
4. **Two 400-level courses**
5. **An additional 300-level course, Or**
An additional 400-level course, OR
500 independent study in psychology, Or
550 independent research in psychology, OR
560 student/faculty collaboration research

Students are eligible to declare the psychology major after successful completion of 201 OR 210.

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 OR 210 and 211 and a course from the 300-level group of research methods classes. Normally, four of the six courses (including the 201, 202 OR 210, 211 sequence and the 300-level course) must be completed in the department.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First-Year students are encouraged to take at least one 100-level Psychology course during their first year. Once a student completes at least one 100-level Psychology course, then the student is eligible for entrance into Psychology 210 (Analysis of Psychological Data), a “gateway” course for the major. Generally speaking, Psychology 210 is taken during a student’s second year and the student can declare the major after the successful completion of Psychology 210. Next, the student should complete Psychology 211 (Design of Psychological Research). Thus, students interested in majoring in Psychology should focus on taking 100- and 200-level Psychology courses during their first and second years.

Students must complete PSYC 210 and PSYC 211 before they will be eligible to take any upper-level courses in psychology.

Generally speaking, students complete 300- and 400-level Psychology courses during their third and fourth years. Below is an example of Psychology courses taken during a student’s four years at Dickinson College:

First Year

At least one 100-level courses
PSYC 210 (if possible)

Sophomore Year

At least two 100-level courses
PSYC 210 and PSYC 211

Junior Year

At least one 100-level and one 300-level course
400-level seminar (if appropriate)
Semester abroad

Senior Year

Complete all remaining requirements

For specific information regarding requirements for majoring in Psychology, please consult the Psychology Department's website. Students also are encouraged to speak with the Department Chair or any faculty member within the department to discuss navigating the major.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Exceptional students may participate in traditional internships, independent study, and independent research projects (see Bulletin section entitled Special Approaches to Study).

HONORS

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.

CO-CURRICULAR ACTIVITIES/PROGRAMS

The Psychology Club and Psi Chi (the national honor society for psychology undergraduates) collaborate to sponsor events throughout the academic session. We host guest speakers, regular meetings, social events, and advising panels on careers, internships, and graduate school opportunities. Any student is eligible to join the Psychology Club.

Check out the Psychology Club Facebook page for additional details: <https://www.facebook.com/DsonPsychClub>

The Psychology Department also regularly posts updates about events and opportunities on their Facebook page: <https://www.facebook.com/DickinsonPsychology>.

COURSES***110 Animal Learning and Cognition***

In this introductory course, we examine how fundamental principles, derived from the field of animal learning, govern simple and complex human behavior. Topics such as classical and operant conditioning, stimulus control, extinction and avoidance are discussed.

Attributes: Appropriate for First-Year, PSYC 100-level Group 1, Social Sciences

120 Introduction to Health Psychology

This course is designed to provide a broad overview of the interdisciplinary field of health psychology, which uses scientific research methods to study the bi-directional relationship between psychology and health. We will discuss psychological states such as stress and how they affect the body, and mental processes such as finding meaning that are associated with effective coping and positive health outcomes. We will also study health behaviors such as exercise, sleep, eating, and substance use. Finally, we will explore how psychological concepts and research can be applied to health promotion and illness prevention. Course content will be especially relevant to students considering careers in health care or public health.

Attributes: PSYC 100-level Group 1, Social Sciences

125 Brain and Behavior w/Lab

This course will introduce the structure and function of the brain as it influences human behavior. 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. This course is a Health Studies elective.

Three hours classroom and three hours laboratory a week.

Attributes: Appropriate for First-Year, Health Studies Elective, Lab Sciences, PSYC 100-level Group 1

130 Perception, Memory & 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.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), PSYC 100-level Group 1, Social Sciences

135 Psychology of Women and Gender

Using a feminist social psychological framework, we will examine theory and research related to the psychology of women and the psychology of gender. We will analyze gender as a system that influences men's and women's lives, and consider the ongoing significance of gender role socialization across the lifespan. Throughout the semester, we will consider the social and political implications of putting women at the center of psychological analysis. In addition, we will develop tools to critically analyze traditional psychological theory and research to expose sexist bias, and we will examine alternative research methodologies that provide ways to study the richness of women's lives in context.

This course is cross-listed as WGSS 135.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, PSYC 100-level Group 3, Social Sciences, US Diversity, WGSS Sexualities/Gendered Plur

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.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), PSYC 100-level Group 3, Social Sciences

145 Psychology of Human Sexuality

This course is a study of human sexuality emphasizing psychological aspects. We will cover sexual development from childhood to adulthood, sexual orientations, biological influences, sexual attitudes and behavior, gender, sex therapy, sexual coercion and abuse, sexually transmitted diseases and sexual health, and the development of sexual relationships. The study of human sexuality is inherently interdisciplinary in nature (drawing from such varied disciplines as sociology, women's studies, biology, anthropology, history, and others). Although we will cover some material from these disciplines, we will take an explicitly social psychological perspective, focusing on individual, personal, and social aspects of sexual behaviors, attitudes and beliefs.

Attributes: PSYC 100-level Group 3, Social Sciences, Women & Gender Studies Elect

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.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), PSYC 100-level Group 3, Social Sciences

155 Human Development: Conception through Adolescence

This course will provide an introduction to the principles, theories, and research methods of lifespan developmental psychology from prenatal development and birth through adolescence (0 - 18 years old). It will focus on how individuals develop physically, cognitively, socially, and emotionally at each stage of the early part of the lifespan – infancy, childhood, adolescence – and the role of context (e.g., gender, race/ethnicity, culture, family, peers, schools, neighborhoods) in shaping development. Finally, we will explore how developmental psychology can contribute toward improving lives and inform solutions to social problems.

Attributes: Appropriate for First-Year, PSYC 100-level Group 2, Social Sciences

160 Human Development: Emerging Adulthood through Death

This course provides an introduction to the principles, theories, and research methods of lifespan developmental psychology from emerging adulthood (ages 18 – 25) through the end of life. The course focuses on how individuals develop physically, cognitively, socially, and emotionally at each stage of adult life – emerging, early, middle, and late adulthood. While we will take a chronological approach to studying human development, we will also focus on integrating and reinforcing connections within and across ages and areas of development. By the end of the course, you will have gained exposure to the psychological study of human development and the ways in which gender, race, ethnicity, culture, and socioeconomic factors influence development. The course will also expose you to the role of context (e.g., marriage, work, leisure, neighborhoods) in supporting or undermining adult development and aging. Finally, we will explore the various ways knowledge gained from studying developmental processes in adulthood have been used to improve lives and inform solutions to social problems facing adults.

Attributes: Appropriate for First-Year, PSYC 100-level Group 2, Social Sciences

165 Psychopathology

An introduction to various psychological disorders and techniques of diagnosis and treatment. Relevant for students who anticipate careers in medicine, law, and the social or psychological services. This course is a Health Studies elective.

Attributes: Appropriate for First-Year, Health Studies Elective, PSYC 100-level Group 2, Social Sciences

175 Introduction to Community Psychology

This course will provide an introduction to the field of community psychology--a field that focuses on persons-in-context and the ways that social issues, institutions, and settings impact individuals' mental health and wellbeing. In the course, we will: (a) review the historical underpinnings of community psychology; (b) examine the field's major tenets and theories, including its emphasis on understanding the role of the environment in human behavior; (c) explore the field's application to a range of clinical and social issues; and (d) emulate the field's commitment to the promotion of social change through research and action. This course is a Health Studies elective.

Attributes: Appropriate for First-Year, ENST Discip Spec (ESDS), Health Studies Elective, PSYC 100-level Group 2, Social Sciences

180 Topics in Psychology

Students gain an appreciation of psychological principles by reading about and discussing a topic of interest. Course topics range from contemporary issues and historic controversies to broad themes. Recent topics courses have included Health Psychology, Unconscious Processes, and Molecules and Mental Illness.

Attributes: Appropriate for First-Year, Social Sciences

185 Survey of Psychology

A survey of areas of contemporary psychological study to acquaint students with viewpoints, findings, and techniques of investigation of the discipline.

Attributes: Appropriate for First-Year, Social Sciences

210 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 three hours laboratory a week.

Prerequisite: any 100-level course.

NOTE: Completion of both 210 and 211 fulfills the WID requirement.

Attributes: LPPM Empirical Social Analysis, Quantitative Reasoning

211 Design of Psychological Research

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 three hours laboratory a week. Prerequisite: 210. NOTE: Completion of both 210 and 211 fulfills the WID graduation requirement.

310 Research Methods in Animal Learning

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 210 & 211; OR 125, BIOL 124 and NRSC 200.

Attributes: Division III non-Lab, NRSC Science Elective

315 Research Methods in Drugs and Behavior

This integrated lecture-laboratory course will review the mechanisms by which various classes of drugs (e.g., anti-depressants) interact with the central nervous system to alter behavior. In the laboratory component, methodologies employed by behavioral pharmacologists to study the effects of drugs on behavior will be reviewed. Several hands-on projects will be conducted throughout the semester. Three hours of lecture will be complemented by three hours of laboratory a week.

Prerequisites: PSYC 110, 125, 130 or 165, PSYC 201 & 202 or 210 & 211; OR BIOL 124, PSYC 125 and NRSC 200.

Attributes: Division III non-Lab, NRSC Science Elective

320 Research Methods in Health Psychology

Health psychology is the study of psychological issues in health, illness and health care. In this course, students will learn about research methods used in health psychology and, more broadly, the scientific method. Health psychologists use many different methodologies including experimental methods in lab and field, quasi-experimental methods, and observational methods. We will discuss the application of these methods to health psychology research, as well as related topics of validity, measurement, and research ethics. This course will culminate in the design and implementation of an original research project in the area of health psychology.

Three hours classroom plus three hours laboratory a week. Prerequisite: PSYC 120; PSYC 202 or PSYC 211.

Attributes: Health Studies Elective

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: 110, 125, or 130, 201 & 202 or 210 & 211; OR BIOL 124, PSYC 125 and NRSC 200.

Attributes: Division III non-Lab, NRSC Science Elective, Writing in the Discipline

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: 130, 201 & 202 or 210 & 211; OR 125, BIOL 124 and NRSC 200.

Attributes: Division III non-Lab, NRSC Science Elective

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.

Three hours classroom plus three hours laboratory a week. Prerequisites: 201 & 202 or 210 & 211, and either 135, 140, 145, 150, 155 or 175.

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 & 202 or 210 & 211.

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: 135, 140, 145 or 150; 201 & 202 or 210 & 211.

355 Research Methods in Developmental Psychology

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 human development. Three hours classroom plus three hours laboratory a week.

Prerequisites: 155 or 160, 201 & 202 or 210 & 211.

Attributes: NRSC Science Elective

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 & 202 or 210 & 211.

Attributes: Health Studies Elective

370 Research Methods in Counseling Psychology

Many people complete brief magazine or online surveys about their personality, relationships, or psychological symptoms in order to better understand themselves or others. Comprehensive psychological testing, however, is much more in-depth and occurs only after significant research and development have taken place. The course will address how psychological assessment tools, including structured and unstructured clinical interviews, objective and projective personality tests, measures of intellectual functioning and learning aptitudes, and vocational instruments, are developed and tested. This is an intensive course in which you will receive advanced training in the research methods and principles underlying psychological assessment. Students will critically evaluate issues such as test validation, norming and standardization, reliability and validity, and test bias. Students will also gain practical experience in the administration of assessment tools commonly employed in counseling psychology. Finally, students will have the opportunity to apply their knowledge on psychological assessment via a group research project involving the development, administration, and analysis of a novel psychological test.

Prerequisite: 202 or 211 and 165.

375 Research Methods in Community Psychology

This course will emphasize gaining advanced knowledge and skills in the research methodologies of community psychology, answering the question: How does community psychology seek to scientifically understand relationships between environmental conditions and the development of health and well-being of all members of a community? Students will gain and practice skills in consultation and evaluation of programs to facilitate psychological competence and empowerment, and prevent disorder. Specifically, students will: (a) consider ways to assess and be responsive to the needs of people from marginalized populations with diverse socio-cultural, educational, and ethnic backgrounds; (b) become familiar with innovative programs and practices geared towards prevention and empowerment of disenfranchised groups; (c) apply learning (of theory and research strategies) to a problem in the community; and (d) develop skills in collaborating with Carlisle-area community members in identifying, designing, implementing, and interpreting community-based research.

Prerequisites: 201 & 202 OR 210 & 211.

Attributes: Health Studies Elective, Service Learning

380 Research Methods in Psychology: Special Topics

Students conduct empirical research in an area of psychological science, analyze data, and report findings and conclusions.

Three hours classroom plus three hours lab per week. Prerequisite: 202 or 211. NOTE: The prerequisites for Neuroscience majors for PSYC 380 (Research Methods in Drugs & Behavior) are 125 and BIOL 124.

410 Seminar in Learning

Elementary principles govern simple and complex human behavior. This seminar examines how such principles help us understand both typical, everyday behaviors (e.g., eating) and atypical or maladaptive behaviors (e.g., drug abuse). Formal theories of learning also are discussed.

Prerequisites: 201 & 202 OR 210 & 211.

Attributes: Social Sciences

420 Seminar in Health Psychology

This advanced seminar will focus on psychological and behavioral processes in health and illness. The course will take an interdisciplinary approach to the study of a current topic in health psychology, such as the psychology of women's health, stress and health, or health behaviors. Through readings and class discussions, students will be exposed to psychological theories and research methodologies used in health psychology, and to current literature in the field. We will also explore the application of psychological science in improving health.

Pre-requisite: 202 or 211.

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 & 202 or 210 & 211; OR 125 and BIOL 124.

Attributes: Division III non-Lab, NRSC Science Elective.

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 & 202 or 210 & 211.

Attributes: NRSC Science Elective

435 Seminar in Gender and Sexuality

This course takes an interdisciplinary approach to the study of gender and sexuality, focusing largely on social psychological and feminist research and theory. This is an advanced seminar that focuses in depth on special topics within these fields. Topics may include sexual identities, gender identities, romantic and sexual relationships, gender and violence, among others. Students will develop their understanding of these topical issues by reading and writing about primary sources and by participating in and leading class discussions.

Cross-listed with WGSS 305. Prerequisite or co-requisite: 202 or 211 or WGSS 200.

Attributes: AMST Struct & Instit Elective, US Diversity, WGSS Sexualities/Gendered Plur

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 & 202 OR PSYC 210 & 211.

450 Seminar in Cross-Cultural Psychology

This advanced seminar course 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.

Prerequisite: 201 & 202 OR 210 & 211.

460 Seminar in Developmental Psychology

This advanced seminar will develop students' understanding of how social and contextual forces can shape human development. It will focus on how physical, cognitive, social, and emotional development might be similar or dissimilar based on different life experiences. This course will consider development at all stages of life - childhood, adolescence, emerging adulthood and adulthood. When appropriate, this course will draw on perspectives from related disciplines (e.g., history, sociology, public health). Additionally, this course will consider how social categories (e.g., gender, race/ethnicity) influence development. Finally, we will explore how knowledge gained from studying developmental processes in adulthood have been used to improve lives and inform solutions to social problems.

Prerequisite: 202

465 Seminar in Clinical Psychology

An advanced seminar in which students read and discuss primary sources in theoretical and applied clinical psychology. The purpose of this course is to help students gain a deeper understanding of the processes of clinical assessment, treatment, and prevention of psychopathology.

Prerequisites: 201 & 202 OR 210 & 211.

Attributes: Health Studies Elective

470 Seminar in Counseling Psychology

The major goal of this advanced seminar course is to develop students' understanding of the major counseling theories. Students will be introduced to various counseling techniques and the underlying scientific research, including the conditions that facilitate an effective counseling relationship. We will also review and critically evaluate professional ethics and standards for care in counseling psychology. This is largely a theoretical course; while some skills may be introduced and practiced in class, skills-building is not a main goal of the course. Students will engage in presentation of differing research topics within the field, while also applying relevant course information to case studies. Course requirements include, but are not limited to, class participation, reflection papers, research papers and oral presentations.

Prerequisite: 202 or 211.

475 Seminar in Community Psychology

The practice of community psychology is typically directed toward the design and evaluation of strategies aimed at facilitating empowerment, preventing psychological disorders, and promoting social justice and change. The goal is to optimize the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. This course is an advanced seminar that focuses in depth on special topics in the field of community psychology. Topics may include substance abuse and addiction, delinquency, stress and coping, prevention vs. intervention, social support, and program consultation and evaluation. Students will develop their understanding of topical issues by reading primary and secondary sources and participating in class discussions and applied exercises.

Prerequisites: 201 & 202 OR 210 & 211.

Attributes: Health Studies Elective, Service Learning

480 Seminar in Advanced Topics

Advanced seminar in which students become actively engaged in reading about, reviewing, and discussing selected topics of importance in the discipline. Recent advanced topics courses have included The Psychology of Law and Medicine, Psychopharmacology, The Psychology of Groups, and Psychology of Identification.

Prerequisites: 201 & 202 OR 210 & 211.

Attributes: Social Sciences

Public Speaking Curriculum

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.

Quantitative Economics Curriculum

See [Economics](#)

Religion Curriculum

MAJOR

The religion major provides students with a foundation in the study of religious traditions and in the analysis of the complex roles religion has played and continues to play in world cultures.

Eleven courses are required:

Three methodological courses: RELG 101 (What is religion?), RELG

390 (Interpreting Religion), and RELG 490 (The Senior seminar)

Two courses in Western traditions (Judaism, Christianity, Islam)

Two courses in other religious traditions (e.g., Hinduism, Buddhism, Native American religions)

Three courses focusing on a particular religious tradition, related religious texts, or the cultural dynamics shaped by religion

One elective

MINOR

Six courses including RELG 101 (What is Religion?) and RELG 390 (Interpreting Religion)

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The Religion major may be completed in a variety of ways. While there are several core courses that develop foundational knowledge in key areas, the flexible curriculum gives you the freedom to focus on the area of study you find most compelling.

The following suggested program is just one example of how a student with a special interest in Asian religion might fulfill the major requirements over four years.

First Year

RELG 101

RELG 121

Sophomore Year

RELG 110

RELG 122

RELG 201

RELG 208

Junior Year

RELG 107

RELG 228

RELG 243

RELG 247

Senior Year

RELG 248

RELG 311

RELG 390

RELG 490

For information regarding the suggested guidelines, please feel free to contact a Religion faculty member.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

According to their special interests, students often develop and pursue Independent Study projects with members of the faculty. Among the projects recently undertaken have been Liberation Theology in Latin America, Abraham and Monotheism, The Hindu Temple, Martin Luther King, Jr., C. S. Lewis, Hopi Kachinas, Tibetan Views on Death, Spirituality and Activism, Women and Religion, and Philosophical Theology.

HONORS

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 and when appropriate a designated outside reader.

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 adviser 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 and when appropriate 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 seminars open to students who either have at least one previous course in religion, have junior or senior status, or have the permission of the instructor.

101 What is Religion?

The course introduces students to methods in the study of religion and to major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam. The approach in the course is comparative and interdisciplinary.

Attributes: Appropriate for First-Year, Humanities (Division I A)

103 Hebrew Scriptures/Old Testament in Context

A critical examination and attempt to understand the literature and the antecedent traditions remembered and formulated by the ancient Israelites in terms of their own views of God. This literature is interpreted in the context of events and cultures of the ancient Near East.

This course is cross-listed as JDST 103.

Attributes: Appropriate for First-Year, Humanities (Division I A), Judaic Studies Elective, Religion - Western Traditions

104 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.

Attributes: Appropriate for First-Year, Humanities (Division I A), INST Middle East/N Africa Crse, Judaic Studies Elective, Religion - Western Traditions

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.

Attributes: Appropriate for First-Year, Humanities (Division I A), Judaic Studies Elective

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.

This course is cross-listed as JDST 107.

Attributes: Appropriate for First-Year, Humanities (Division I A), Judaic Studies Elective, Religion - Western Traditions

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.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A), Religion - Western Traditions, Sustainability Connections, US Diversity

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.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, ES Humanities/Arts/Environ Crs, Humanities (Division I A)

121 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.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A), INST Asia Course

122 Buddhism

A study of Asia's most influential religion that focuses on the contemporary "embodiment" of religion in culture. This course will explore ways in which Buddhists have used visual arts, music, drama, asceticism, devotion, etc., to attain spiritual goals and express enlightenment. It will look at both monastic and popular Buddhism, concentrating on South and Southeast Asia but with some reference to East Asia and the West.

Attributes: Appropriate for First-Year, Comparative Civilizations, ES Discip Specializations Crs, Humanities (Division I A), INST Asia Course

130 Religions of East Asia

An introduction to the formative role of religious consciousness in the development of the cultures of China and Japan.

Attributes: Comparative Civilizations, EASN Elective Set 1, ES Discip Specializations Crs, Humanities (Division I A), INST Asia Course, Religion - Other Traditions

201 Tibetan Buddhism

Tibetan Buddhism is probably the world's most varied and complex religion, combining elements of everything found in late Indian Buddhism—huge monastic universities, esoteric rituals involving seemingly bizarre practices, an enormous pantheon of enlightened beings, demons, and others, devotional cults, sublime art—with wild and woolly indigenous Tibetan shamanism and some aspects of Chinese religions. The course examines the development of Buddhism in Tibet as well as its increasing interest and influence in the West.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A)

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.

Attributes: AMST Representation Elective, AMST Struct & Instit Elective, Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A), Religion - Western Traditions, US Diversity

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.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, Humanities (Division I A), Religion - Western Traditions

210 Religions of Africa

The course examines the variety of religious experiences, traditions, and representations of religion in African cultures. These include indigenous religions, Islam, Christianity and syncretistic traditions. We will examine the various roles that religion plays in responding to current crises facing African cultures, including HIV/AIDS pandemic, political conflicts, and issues related to gender (e.g., girls' education, shifting perspectives on masculinity

and femininity) that have been shaped by religious attitudes. Students will use novels, memoir and film to supplement scholarly readings.

Attributes: Comparative Civilizations, ES Discip Specializations Crs, Humanities (Division I A)

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.

Attributes: Appropriate for First-Year, Humanities (Division I A), Religion - Western Traditions

212 History of Christianity: From Margin to Center

The course traces the emergence of Christianity from its beginnings as a minority sect in the first century to the height of its influence in the 14th century. Special attention will be given to cultural and aesthetic influences on the emerging Church.

Attributes: Appropriate for First-Year, Humanities (Division I A), MEMS Elective, Religion - Western Traditions

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.

Attributes: Appropriate for First-Year, Humanities (Division I A), MEMS Elective, Religion - Western Traditions

215 Jewish Environmental Ethics

Since the 1960's many writers on environmental issues have blamed our contemporary environmental crises in part on a so-called "Judeo-Christian" worldview, rooted in the Hebrew Bible. Such writers assert that the biblical heritage shared by these two religious traditions advocates an unhealthy relationship between humanity and nature, one in which human beings are destined to conquer the earth and master it. In this course we will explore Jewish perspectives on nature and the natural world through close readings of biblical and other classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern secular contexts (ie, Zionism, and the kibbutz movement). We will conclude by studying contemporary varieties of Jewish environmental advocacy. In addition to texts focused specifically on Judeo-Christian traditions, the syllabus will include other classic works of Environmental ethics foundational to the field of Environmental studies.

This course is cross-listed as JDST 215 and ENST 215.

Attributes: ES Humanities/Arts/Environ Crs, Environmental Studies Elective, Humanities (Division I A), Judaic Studies Elective, SINE Elective, Service Learning

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.

Attributes: Appropriate for First-Year, Humanities (Division I A), Religion - Western Traditions

226 Contemplative Practices in Asia

Buddhism, Hinduism, and Daoism have ancient and rich traditions of spiritual practices. This course will examine methods of mind training and the philosophy that undergirds them.

Prerequisite: 121, 122, or permission of instructor.

Attributes: Religion - Other Traditions

227 Spiritual Dimensions of Healing

The effect of the mind on the body, long a principle of systems of healing around the globe, is again being recognized in modern medicine. This course will be concerned with “integrative medicine” and related topics, such as ancient systems of healing, shamanism in contemporary cultures, the relationship between religious faith and recovery from illness, the appropriation of traditional healing methods by medical professionals and New Age alternative healing practitioners, yoga, meditation and health, the Holistic Medicine movement in the West, and the Positive Psychology movement in the West.

Offered every two years.

Attributes: Comparative Civilizations, Humanities (Division I A), NRSC Non-Div 3 Elective, Religion - Other Traditions

228 Religion: Conflict, Violence and Peacemaking

This course will examine the nexus of conflict/violence and religious belief in an attempt to understand the confusing array of contemporary conflicts in which multiple sides claim divine authority for their actions.

Offered every two years.

Attributes: Appropriate for First-Year, Comparative Civilizations, Humanities (Division I A), Security Studies Course

230 Buddhism in China & Japan

A study of the many phenomena of Chinese and Japanese Buddhism: historical development, socio-cultural context, personalities, texts, practices, thought, and aesthetics.

Attributes: Appropriate for First-Year, EASN Elective Set 1, Humanities (Division I A), INST Asia Course, Religion - Other Traditions

235 New American Religious Diversity

Until relatively recently, religious diversity in the U.S. meant Protestant, Catholic and Jewish. With changing immigration patterns since the latter half of the 20th century, religious diversity in the American context has to take into account other world religious traditions, such as Islam, Hinduism, Buddhism, and others. Furthermore, new immigrants from Asia, Africa and Latin America have brought their own distinctive Christian practices, whether joining existing American congregations or forming ethnically distinct congregations. This course will examine the experience of these emergent religious communities within the nexus of social and cultural processes-examining the dynamic interplay of religion and communities in the context of immigration and defining a place within the American experience.

Offered every two years.

Attributes: Humanities (Division I A), US Diversity

241 Topics in Art, Literature and Religion

(e.g., Religion and Psychology; Faith and Identity; American Jewish Fiction; Jesus in Theology, Art, and Literature; Religion and Film)

Prerequisite dependent upon topic.

Attributes: Appropriate for First-Year, Humanities (Division I A)

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.

Attributes: Comparative Civilizations, Humanities (Division I A)

243 Dead Sea Scrolls

The discovery of a cache of ancient scrolls in 1947 in caves near the Dead Sea led to a revolution in the study of Second Temple Judaism and Christian origins. This course will focus on these texts, situating them in the context of the history of Judaism from the Hellenistic period through the first century C.E. What do they reveal about beliefs and institutions of the Essenes, the enigmatic community which produced them? What was life like at Qumran, the Essene community's center? How did the sect start, how did it differ from mainstream Judaism, and what was its vision of the future? What possible connections existed between the Essene community and the emergence of Christianity? How have the Dead Sea scrolls contributed to the study of the Hebrew Bible and the New Testament?

This course is cross-listed as JDST 243.

Attributes: Appropriate for First-Year, Humanities (Division I A), Judaic Studies Elective

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.

This course is cross-listed as JDST 245.

Attributes: Appropriate for First-Year, Humanities (Division I A), Judaic Studies Elective

246 The Way of the Shaman

The shaman, a figure in some form or another in nearly every culture past and present, is a healer of the body and soul who is the protector of the psychic integrity of the people he or she serves. Through initiation, the shaman is a human bridge to the supernatural. The course will use the methods of psychology and anthropology to analyze examples ranging from Siberia to Tibet to the Great Plains.

Offered every two years.

Attributes: Comparative Civilizations, Humanities (Division I A), Religion - Other Traditions

247 Saints and Demons

This course will examine the complex relationship of Jews and Muslims in the Middle East and North Africa, from the dawn of Islam through the 20th century, drawing upon religious studies, cultural historical and ethnographic perspectives. We will examine sources from the "high" traditions of both religious community, and spend the bulk of the semester closely examining "popular" traditions--such as saint veneration and spirit possession--which will challenge the idea that Jewish and Muslim ritual and practice are wholly separate and distinct.

This course is cross-listed as MEST 250 and JDST 247. Offered every two years.

Attributes: Comparative Civilizations, Humanities (Division I A), Judaic Studies Elective, Middle East Social Science, Religion - Western Traditions

248 Religion and Non-Violence

Although religion in our world today is often associated with violence, this course examines the lives and work of important religious figures who advocated non-violence for social change. What are the ethical debates about non-violence as a response to injustice? We will read works by Mahatma Gandhi, Martin Luther King, Jr., Bishop Tutu, Dorothy Day, the Dalai Lama, Thich Nhat Hanh, and others.

Offered every two years.

Attributes: Comparative Civilizations, Humanities (Division I A), Service Learning

250 Topics in Religion and Culture

(e.g., Goddess and Devotee; Women & Religion; Sexuality and Spirituality; Women's Ways of Believing)

Attributes: Appropriate for First-Year, Humanities (Division I A)

259 Islam

An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times.

This course is cross-listed as HIST 259 and MEST 259.

Attributes: Comparative Civilizations, Humanities (Division I A), INST Middle East/N Africa Crse, MEMS Elective, Social Sciences (Division II)

260 Topics in Religious Traditions

(e.g., Islam; Shamanism; Apocrypha)

Prerequisite dependent upon topic.

Attributes: Appropriate for First-Year, Humanities (Division I A)

270 Middle Eastern Christianity: Its Rich Past, Its Uncertain Future

Since its inception Christianity has existed in the Middle East. There it expanded even before it attained legal status in the early fourth century. There it experienced both consolidation and division as a result of the ecumenical councils. There it has been interacting with Islam for fourteen centuries. There it has encountered the various forms of Western Christianity that encroached on its territory. And there it is struggling to survive despite continual emigration, cultural marginalization, and increasing persecution. In this course we will trace the evolution of the Christian communities in the Middle East (Assyrian, pre-Chalcedonian and Chalcedonian Orthodox, Catholic, and Protestant), analyze contemporary challenges to their survival, and examine their diasporic displacement, especially to western Europe and North America.

This course is cross-listed as RELG 270.

Attributes: Humanities (Division I A), Middle East Humanities, Religion - Western Traditions

304 Religion, Love and Sex

Sexuality: the power of the sacred within us, or the curse of original sin? Romantic love: an illusion created by hormones and imagination, or a path to union with the divine? Love and sex are basic facts of life with which religions

have always had a deep and complex relationship. This course will use a multi-disciplinary and comparative religions approach to understand the history, science, and theology of love, sex, and religion.

Offered every two years.

Attributes: Humanities (Division I A)

309 Christian Spiritualities

This course will situate the development of various Christian spiritualities against the backdrop of Christian history, from apostolic Christianity to the present day. Even though emphasis will be given to analysis of key texts, consideration will also be given to the ways in which Christian spiritualities have found expression in liturgy, art, music, cinema, and social movements. We will also consider how various Christian spiritualities continue to shape the lives of people in the United States, especially in south central Pennsylvania.

Prerequisites: 107 or 212 or 214, or permission of instructor. Offered every two years.

Attributes: Religion - Western Traditions

310 Topics in the Study of Myth

(e.g., Comparative Mythology; Myths of Creation)

Prerequisite dependent upon topic.

Attributes: Humanities (Division I A)

311 Buddhism and the Environment

Although protection of the environment is not a Buddhist goal per se, it is involved in the quest for enlightenment. The course will apply the Buddhist perspective to questions about the relations between humans and the rest of nature, to specific environmental problems, to the tradeoffs between human good and protection of other species, and to consumption and consumerism.

Prerequisites: 122 or ENST 111, or permission of instructor. Offered every two years

Attributes: Comparative Civilizations, ES Humanities/Arts/Environ Crs, Religion - Other Traditions, SINE Elective

312 Topics in the History of Christianity

(e.g., Contemporary Roman Catholic Thought; Medieval Mysticism; Christianity in Crisis; Augustine of Hippo; Eastern Orthodoxy)

Prerequisite dependent upon topic.

Attributes: Humanities (Division I A)

313 Eastern Orthodox Christianity

Even though it is the second largest denomination in world Christianity, Eastern Orthodoxy is a religious tradition virtually unknown in the West. This course will explore Eastern Orthodoxy as a historical, conceptual, and experiential system. That is, it will trace the development of the Orthodox Church from its inception until the present decade, examine a number of writings representative of its theological perspective, and consider how its spirituality and liturgical life foster a distinctive type of religious experience among its adherents.

Prerequisites: 107 or 212, or permission of instructor. Offered every three years.

Attributes: Middle East Humanities, Religion - Western Traditions

314 Topics in Religious Ethics

(e.g., Bonhoeffer, Peace and War; God and Evil; Religion and Ecology; Contemporary Christian Ethics)

Prerequisite dependent upon topic.

Attributes: Humanities (Division I A)

316 Topics in Judaic Studies

(e.g., Twentieth Century Jewish Thought; Principles and Topics in Jewish Law)

This course is cross-listed as JDST 316. Prerequisite dependent upon topic.

Attributes: Humanities (Division I A)

318 Topics in Religion & Culture

(e.g., Religion and Science; Encounters with Death; Liberation Theologies)

Prerequisite dependent upon topic.

Attributes: Humanities (Division I A)

320 Topics in Indian Religions

(e.g., Hindu Theology; Buddhist Tantra; Enlightenment in Comparative Perspective)

Prerequisite dependent upon topic

Attributes: Humanities (Division I A)

330 Topics in East Asian Religions

(e.g., Zen; Confucianism and Taoism; Chinese Folk Religions)

Prerequisite dependent upon topic

Attributes: EASN Elective Set 1, Humanities (Division I A)

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.

Attributes: Humanities (Division I A), Writing in the Discipline

490 Senior Seminar

Advanced investigation of methods and critical perspectives for the study of religion with a focus to be determined by the instructor. Writing enriched.

Prerequisite: 390 or permission of the instructor..

Russian Curriculum

MAJOR

Eleven courses

Core Curriculum Courses:

100, Russia and the West

Four courses in the Russian language (above 201) [previously 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

Students may complete a Russian minor in one of two tracks:

Russian Language: Five courses total, including RUSS 100, “Russia and the West,” and three courses in the Russian language numbered 202 and above.

Russian Studies: Five courses total, including RUSS 100, “Russia and the West,” and four electives in Russian language, literature, culture, film, history, politics, or other Russia-related topics as determined by the Chair. Electives may be taught in English.

NOTE: Russian heritage speakers and students who begin the study of Russian language after the third semester may be eligible to substitute courses for the language courses above 202. They may do so by making a formal request to the department which includes a rationale for the proposed substitution.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The Russian major was designed with the hope and expectation that all of our students would spend a year abroad. As a result, we developed the curriculum so that a student who did spend a year abroad could complete all the requirements for the major, as long as she or he followed a few guidelines.

The guidelines are written for the entering student who knows he or she wants to major in Russian. Rather than specify the courses that you “must” have in a given semester, the following are general guidelines regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major – this provides maximum flexibility in your junior and senior year.

First Year

RUSS 101 (fall semester) RUSS 102 (previously RUSS 104) (spring semester)

RUSS 100, Russia and the Western (spring semester)

Sophomore Year

RUSS 201 (previously RUSS 116) (fall semester)

RUSS 200 (spring semester)

Russian literature or culture course in English (200-level course)

RUSS electives, for example, a Russian history course

Junior Year

The majority of Russian majors study in Moscow during their Junior Year; In Moscow you will take 4-9 courses (refer to the Courses section in the Academic Bulletin: Russian)

If you do not go abroad, take:

RUSS 231 (fall semester)

RUSS 232 (spring semester)

Russian literature or culture course in English (200-level course)

Russian elective, for example, a Russian history course

Senior Year

300-level RUSS course (fall semester)

300-level RUSS course (spring semester)

Finish your requirements for Russian literature/culture and your electives

For information regarding the suggested guidelines, please feel free to contact a Russian faculty member. Consult your advisor regarding writing an honors thesis in Russian.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Independent study projects are an option open to motivated students who wish to pursue a topic in Russian or Slavic literatures and cultures not offered as part of the regular curriculum. Interested students must be willing to initiate their own study project and meet with their director on a weekly basis. 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

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.

CO-CURRICULAR ACTIVITIES/PROGRAMS

The college has an active Russian Club and a special Russian Meal Table, held weekly for students who want to speak or listen to Russian in an informal setting. Russian films and cultural events are featured regularly. The Russian Department is a member of Dobro Slovo, the National Slavic Honor Society. Students are nominated for membership on the basis of their academic standing.

COURSES

The following courses are offered in 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: 201 or equivalent and permission of the department.

Attributes: INST Russia/USSR/Post-Soviet

250 Russian in Everyday Use I

This is an intensive language laboratory on location in Moscow. Designed to improve students' comprehension and command of spoken Russian, this course initiates the students in everyday verbal and cultural communication prevalent in Russia. A variety of topics, including students' first-hand experience with contemporary Russian culture, will be used to improve comprehension oral skills. A workshop on phonetics is an important component of this course.

This course carries .5 or 1.0 dependent upon topic. Prerequisite: 202.

251 Russian in Everyday Use II

This is an intensive language laboratory on location in Moscow. Designed to improve students' comprehension and command of spoken Russian, this course initiates the students in everyday verbal and cultural communication prevalent in Russia. A variety of topics, including students' first-hand experience with contemporary Russian culture, will be used to improve comprehension oral skills. A workshop on phonetics is an important component of this course.

This course carries .5 or 1.0 dependent upon topic. Prerequisite: 202.

255 Grammar in Context I

These courses are designed to further develop the students' language skills through practice in lexical expansion, idiomatic expression and syntactical patterns. Grammar work in cultural context is a significant component of these courses.

Prerequisite: 202.

256 Grammar in Context II

These courses are designed to further develop the students' language skills through practice in lexical expansion, idiomatic expression and syntactical patterns. Grammar work in cultural context is a significant component of these courses.

Prerequisite: 202.

257 Writing Workshop

This course introduces students to the conventions of essay writing in Russian. Students will consider their writing in cultural context, examining and practicing how elements like tone, argumentation, structure, tense, and punctuation differ in the Russian context. Revision will be an important component of this course.

This course may carry either 0.5 or 1 credit. Prerequisite: 202

261 Moscow Proseminar I

This course treats the city of Moscow as a living laboratory for understanding and analyzing Russian language, literature, architecture, and culture in contemporary context. Students will develop their linguistic and analytical skills while attending musical and theatres performances, visiting cultural centers around the city, and analyzing the cityscapes of Moscow-based narratives in comparison with Moscow as we know it today.

Prerequisite: 202. This course carries .5 credits

262 Moscow Proseminar II

This course expands on and deepens students' understanding of the city of Moscow as a cultural, social, and living text. Students will sharpen their linguistic and analytical skills while attending cultural performances, visiting cultural centers around the city, meeting with scholars and community organizers, and analyzing the cityscapes of Moscow-based narratives in comparison with Moscow as we know it today.

Prerequisite: 202. This course carries .5 credits.

265 Topics in Russian Studies

This advanced language course will help students develop the linguistic tools necessary for critical analysis in a particular area of Russian Studies: mass media, history, politics, literature, or film. Based on their academic focus, students will choose a topic from a list of offerings. Oral and written presentations, as well as class discussions in Russian, are important components of this course.

The course may be taught entirely in Russian or in Russian and English. This course carries .5 or 1.0 credit dependent upon topic. Prerequisite: 202.

271 Key Texts and Concepts in Russian Culture

This multi-media survey course introduces students to masterpieces of Russian architecture, painting, theater, and cinematography. It is designed to enhance students' knowledge of the artistic and spiritual aspects of Russian culture, as well as to provide insights into traditions, lifestyle, and the psychology of Russian people. Visits to art museums and theater performances are required.

Taught in English or Russian, or a mix of both.

272 Russian in the Discipline

While studying in Moscow, advanced students may take a course together with Russian students, in Russian, in their area of specialization. Students are required to attend all class sessions and participate in class discussions; students may petition the department to write a final paper/project in lieu of taking the final exam together with Russian students. The project will be overseen by the director of the Dickinson-in-Moscow program.

Prerequisite: 202.

273 Russia Today

The course presents an overview of major cultural, political, and economic developments in Russia in the twentieth and twenty-first centuries. There is an emphasis on the cultural, religious, literary, philosophical, and political factors important to understanding contemporary Russian reality and post-Soviet space.

The course may be taught entirely in Russian or in English with Russian readings and discussion sections, depending on the year and topic.

280 Intensive Research and Writing Seminar

Dickinson-in-Moscow participants carry out a research project in conjunction with a course on Russian culture, literature, history, or politics taught at RUSH in Russian, for Russian students. Students will audit the course and then choose a topic for their research, appropriate to the focus of the course, and have it approved by the professor. Students will regularly meet with the professor, who will serve as the project's advisor, as they work on a research paper in Russian. The project and the course is overseen by the Resident Director of the Dickinson-in-Moscow program.

Prerequisites: 250, 255, 265

Russian Courses

100 Russia and the West

An introductory and multi-disciplinary survey intended to explore the relationship between Russian culture and Western civilization. In the process, students will be exposed to aspects of Russia's history, literature, religion, philosophical traditions, music and art, politics, and economics. Suitable for those interested in a one semester introduction to Russia, and required for those who choose a major or minor in Russian.

Attributes: Global Diversity, INST Russia/USSR/Post-Soviet

101 Elementary Russian

An intensive study of the fundamentals of Russian grammar, with an emphasis on the development of reading, writing, speaking, and understanding skills. Short stories and songs will supplement the text.

Attributes: Appropriate for First-Year

102 Elementary Russian

An intensive study of the fundamentals of Russian grammar, with an emphasis on the development of reading, writing, speaking, and understanding skills. Short stories and songs will supplement the text.

Prerequisite: 101 or the equivalent

201 Intermediate Russian

Advanced grammar review incorporating controlled reading and composition. Emphasis on speaking competence continued through oral reports and conversational topics.

Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

Attributes: Appropriate for First-Year

202 Intermediate Russian II

Emphasis on the development of reading, speaking, and writing skills. Reading of simple texts to acquaint the student with a variety of styles of the Russian language, concentration on some of the more difficult problems in the Russian grammar, translation, written composition, vocabulary building, and intonation.

Prerequisite: 201 or equivalent.

223 19th Century Russian Literature in Translation

An introduction to major literary movements and developments in 19th century Russian literature. Readings may include works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Chekhov, as well as important theoretical and cultural texts from and about the period. No knowledge of Russian necessary.

Conducted in English. Offered every other year.

Attributes: Humanities, INST Russia/USSR/Post-Soviet

224 Twentieth-Century Russian Literature in Translation

An introduction to major literary movements and developments in 20th century Russian literature. Readings may include works by Mayakovsky, Bulgakov, Pasternak, Solzhenitsyn, Trifonov, and Pelevin. The course may also include important texts of 20th C. art and film. No knowledge of Russian necessary.

Conducted in English. Offered every other year.

Attributes: Humanities, INST Russia/USSR/Post-Soviet

230 Advanced Russian for Heritage Speakers

The course is designed for heritage learners who have had little or no formal training in their native language and who desire to improve their reading, writing, and formal communicative skills. Basic rules of orthography and advanced grammar will be reviewed. Texts will be drawn from contemporary Russian press, movie scripts, and fiction.

Prerequisite: placement by department. Offered every two years.

231 Russian for Discussion

Practice in the techniques and patterns of everyday conversation, especially as these reflect different cultural orientation. Reading and discussion of short works by well-known Russian authors.

Prerequisite: 202 or the equivalent.

232 Russian for Narration and Analysis

Reading and discussion of literary works by representative authors from the pre- and post-Revolutionary periods.

Prerequisite: 202 or the equivalent.

Attributes: INST Russia/USSR/Post-Soviet

243 “The Most Important Art”: Russian & Soviet Film

The course will examine contributions by Russian and Soviet directors to the development of film as an art form. Students will view classic films of the Russian canon, while also gaining a familiarity with current trends in filmmaking. We will also investigate the development of the Soviet-Russian film industry and the close links between film and politics in the history of Russo-Soviet cinema. No knowledge of Russian is required.

Conducted in English. Offered every other year.

Attributes: Arts, INST Russia/USSR/Post-Soviet

245 Tolstoy in the 21st Century

This course investigates the numerous ways in which Tolstoy, one of the most influential Russian writers and thinkers, transcends his time and through his works speaks to our concerns today. What makes life meaningful? What kind of love lasts? Why do certain attempts to modernize society fail while others succeed? It is worth reconsidering Tolstoy's ideas on these and other issues because he teaches us to see the world more wisely. Students will read and discuss Tolstoy's fiction, including *War and Peace* and *Anna Karenina*, as well as his essays on religious, philosophical, social and artistic issues. Students are encouraged to have read *War and Peace* before the semester

begins.

Taught in English. Offered every two years.

Attributes: Humanities

248 Russian Culture and the Environment

Russia is the largest country in the world. It contains some of our largest supplies of natural resources, including the most voluminous freshwater lake and the most square miles of forest. Russia and the Soviet Union have also been home to devastating environmental catastrophes, such as the Chernobyl nuclear disaster. It is thus fitting that the theme of the environment—both natural and man-made—have played a pivotal role in the Russian cultural imagination of the past two centuries. This course will look at how Russian and Soviet culture from the nineteenth century to the present engage with the theme of the environment over a variety of genres, including literature, film, journalism, and art. No knowledge of Russian is required.

Taught in English. Offered every three years.

Attributes: ENST Humanities/Arts (ESHA), Humanities

253 Autocracy, Uprisings, and Daily Life in Medieval and Imperial Russia

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.

Attributes: Appropriate for First-Year, INST Russia/USSR/Post-Soviet, Social Sciences

254 Revolution, War, and Daily Life in Modern Russia

This course explores Russia's attempts to forge modernity since the late 19th century. Students will explore the rise of socialism and communism, centralization of nearly all aspects of life (arts, politics, economics, and even sexual relations), and opposition to the terror regime's attempts to remake life and the post-Soviet state's attempts to overcome Russia's past.

Attributes: Appropriate for First-Year, INST Russia/USSR/Post-Soviet, Social Sciences

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.

270 Philosophy and Literature

Dostoevsky's characters lie, steal, scheme, and murder. What is it about Dostoevsky's depictions of their lying, cheating ways that makes his novels not just literary but philosophical? And what is it about philosophical works like Kierkegaard's and Nietzsche's that makes them literary? More generally, where do the overlapping realms of literature and philosophy begin and end? This course investigates the intersections of philosophy and literature across different schools of thought, paying special attention to the work of Dostoevsky, Kierkegaard, Leibniz, Plato, Tolstoy, Voltaire, and others. We will pair the treatment of philosophical issues in fiction with their treatment in more traditional philosophical genres, thereby raising and discussing the contentious question of whether philosophy can achieve things that literature cannot, and vice versa.

Offered every two years. This course is cross-listed as PHIL 270 and ENGL 329.

Attributes: Humanities, Humanities

333 Advanced Seminar in Russian Culture and Literature

Authentic Russian texts in different genres and disciplines present specific sets of challenges, including specialized vocabulary, narrative conventions, and idiosyncratic grammar. This course prepares students for reading, analyzing, and discussing challenging, authentic Russian texts in a variety of disciplines and genres, with an emphasis on close reading and cultural context. The course is taught in Russian and includes a variety of texts or focus on one literary text. May include courses taken in Russia.

Prerequisite: 231, 232 or equivalent.

Attributes: INST Russia/USSR/Post-Soviet

334 Workshop in Translation

This course focuses on specific techniques for translating various kinds of texts (business, journalistic, scholarly, epistolary, and literary) from Russian into English, and from English into Russian. Concentrating on the practical matter of reading and writing, the course will also include special grammatical topics which present particular difficulties in translation, discussion of theories of translation, and introduction to technological tools of translation. The goal of the course is to further students' language ability and provide them with useful linguistic skills.

Prerequisite: 231, 232 or equivalent. Offered every two years.

335 Popular Culture and New Media

This course will examine one or several elements and/or genres in Russian popular culture, including folk tales, detective novels, anecdotes, film, television, music, the Internet, and new media. Students will practice close reading and analysis of authentic texts through the study of analytic genres specific to these fields in Russia and the US.

Prerequisite: 231, 232 or equivalent.

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.

Science, Technology & Culture Curriculum

COURSES

The following courses are offered on The Dickinson Science Program in England:

300 Science and Society

This course is offered on The Dickinson Science Program in England. 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 is offered on The Dickinson Science Program in England. 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.

Science, Technology & Culture Courses

101 Explorations in Science w/Lab

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.

Attributes: Lab Sciences (Division III)

102 Explorations in Science w/Lab

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. Prerequisite: 101

Attributes: Lab Sciences (Division III)

179 Women & 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.

Attributes: Appropriate for First-Year, US Diversity

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 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.<

Attributes: ES Discip Specializations Crs, Writing in the Discipline

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.

Attributes: Environmental Studies Elective, Quantitative Reasoning

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.

Security Studies Curriculum

CERTIFICATION

Seven courses

Three core courses:

POSC 170: International Relations Theory

POSC 280: U.S. Foreign Policy since 1945

POSC 281: U.S. National Security Policy

Three elective courses:

These will focus on U.S. national security and strategy; concerns of another country or region (for example, a course that focused on EU security matters); or, transnational issues (for example, a course about the proliferation of nuclear weapons).

A Senior Seminar Capstone Course:

A senior seminar in International Studies, or an approved seminar in another department.

Social Innovation and Entrepreneurship Curriculum

CERTIFICATION

Certificate Requirements:

SINE 201: Introduction to Social Innovation and Entrepreneurship

SINE 400: Senior Seminar in Social Innovation and Entrepreneurship

Four electives

Experiential learning component

Student portfolio

In the introductory course (SINE 201), students will write a reflection essay in which the student describes her/his interest in and goals for this certificate and suggests a tentative plan for simultaneously achieving these personal goals and for completing the certificate. This essay becomes the initial element of the student's portfolio from which students will build their program. The Senior Seminar (SINE 400) is the culminating course that draws upon, makes sense of, and connects the introductory course, the student's choice of electives, and her/his experiential learning component.

COURSES

Electives.

Students will take four electives to enable them to achieve the learning objectives of the certificate program.

- Appropriate electives will be determined by the student's plan and statement of purpose for the certificate and in consultation with the SINE director or with the student's SINE advisor.
- A list of some courses that may be appropriate electives is provided below. Additionally, the Registrar's Office marks suitable courses in Banner each semester with the SINE attribute. Note, though, to count as an elective for a particular student, it is not sufficient that the course be on the list below or that it carry the SINE attribute in Banner; the course must also align with the student's statement of purpose for the certificate.
- A course may be accepted as an elective even if it isn't on the list below or carries the SINE attribute, provided the student can explain how it aligns with the student's statement of purpose and plan for the certificate.
- Electives must be from at least two different academic departments.
- The experiential learning component, if taken as a for-credit course, does not count as one of the four electives.
- Generally, one elective may be taken prior to a student declaring the certificate.

Below is a tentative list of courses that would be pre-approved as electives for the SINE certificate. (Other courses may be taken as electives with the approval of the certificate coordinator.)

AFST 220 (Topics course): Black Sustainability in African Diasporic Literature

AMST 201: Introduction to American Studies

ANTH 212: Development Anthropology

ANTH 214: Ecological Anthropology

ARCH 110/ANTH 110: Archaeology and World Prehistory

ARCH 260/ANTH 260: Environmental Archeology

ARTH 160 (Topics course): Introduction to Sustainable Practices in Public Art

BIOL 314: Ecology

CHEM 111 (Topics course): Energy and Sustainability

EASN 205 (Topics course): Chinese Approaches to the Environment, Traditional to Contemporary

EASN 206 (Topics course): Asian Urban Ecology

ECON 222: Environmental Economics

ECON 223/SOCI 230/AMST 200: Introduction to Marxian Economics: The Political Economy of Social Justice (this topic only)
ECON 288: Contending Economic Perspectives
ECON 332: Economics of Natural Resources
EDST 120: Contemporary Issues in American Education
ENGL 101 (Topics course): American Nature Writing: Environment, Cultures, and Values
ENST 111: Environment, Culture and Values
ERSC 141: Earth's Hazards
ERSC 142: Earth's Changing Climate
ERSC 202: Energy Resources
ERSC 205: Introduction to Soil Science
ERSC 221: Oceanography
FMST 102: Fundamentals of Digital Film Production
HIST 151: History of Environment
HIST 206: American Environmental History
INBM 300 (Topics course): Comparative Business Ethics
INBM 300 (Topics course): Creativity, Innovation and Knowledge Management
INBM 300 (Topics course): Best Practices in Business Sustainability
INBM 300 (Topics course): Fundamentals of Nonprofit Management
INBM 300 (Topics course): Entrepreneurial Enterprise
INBM 300 (Topics course): Leadership in Four Directions
PHIL 102: Moral Problems
PHYS 114: Climate Change and Renewable Energies
POSC 202: Recent Political Thought
POSC 204: Competing Political Ideologies
POSC 206: Multiculturalism
POSC 258: Human Rights
RELG 215/JDST 215: Jewish Environmental Ethics
RELG 311: Buddhism and the Environment
SOCI 230 (Topics course): Sustainability: Social Justice and Human Rights
SOCI 236: Inequalities in the U.S.
SOCI 237: Global Inequality
SOCI 238: Consumer Culture
SOCI 270: Social Movements, Protest and Conflict
THDA 102: Introduction to Global Dance

Experiential Learning Component.

Experiential learning enhances discovery and allows students to gain and apply knowledge through first-hand experience. How this component is met must be approved by the Director of the Certificate program or by the student's SINE advisor and be linked to the student's interests in social innovation and social entrepreneurship. Options include non-credit internships (Transcript Notation); for-credit internships, service learning courses or projects (local or global), community-based independent study courses, field-based or laboratory/research experience; or a hands-on entrepreneurial venture.

Student Dossier.

Each student will develop a dossier that maps out and makes sense of her/his experience in the SINE Certificate program. The dossier serves as an instrument for mindfulness as a student navigates through this certificate program. Beginning in the introductory course, SINE 201, each student will write a statement of purpose and propose a plan for completing the certificate. This plan will include the student's initial choice of and rationale for the intended electives and the experiential learning component. Upon completing each elective, the student will

write a reflection essay on how that elective supported the learning objectives of the certificate. Upon completing the experiential learning component, students will write a similar reflection essay to include in their dossier. In SINE 400, the capstone course, students will complete their dossier to create a portfolio that showcases their SINE certificate experience.

201 Introduction to Social Innovation and Entrepreneurship

This course introduces students to the essential concepts, mindsets and skill sets associated with social entrepreneurship. We begin with an overview of the field of social entrepreneurship. We will then develop a conceptual foundation in systems thinking and the community capital framework. The former allows students to grasp the complexity of social and environmental issues by viewing these issues through the lens of systems theory. The latter recognizes multiple forms of capital that are essential to developing sustainable communities: natural, physical, economic, human, social, and cultural capital. Other course topics may include creativity, innovation, social justice, alternative approaches to economics and business, and sustainability. Through definitional readings, case studies and/or biographies, students gain an understanding of the power of social entrepreneurship to create shared value at the local, regional, and global level. This course serves as the introduction to the Certificate in Social Innovation and Entrepreneurship, but it is open to all students from all academic disciplines who wish to develop their own capacities to initiate meaningful change in our world.

400 Senior Seminar in Social Innovation and Entrepreneurship

This capstone course builds on and integrates the key concepts of the introductory course in this certificate program by requiring students to reflect on, synthesize, and apply knowledge gained through their academic programs and experiential learning experiences. The focus will be on creating shared value, which simultaneously enriches social, ecological, and economic systems. Through exercises in strategy formulation and implementation, students will gain an appreciation for the challenges and rewards associated with conceiving and transforming innovative solutions into new products, services, and/or initiatives that change our world in meaningful ways. In imagining these pathways for success, we will also address the importance of compassionate leadership, tools that nurture vital social connections, and the power of our own agency.

Sociology Curriculum

MAJOR

Eleven Courses

SOCI 110, 236, 240, 244, 330 or 331, 400

Five (5) other courses. Three of the five elective courses must be in the student's thematic area; upon approval, one of the thematic courses may be taken outside of the department.

MINOR

Six courses, including 110, 240 or 244, and 330 or 331.

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The Sociology major was designed with the hope and expectation that all of our students would spend a semester or year abroad. As a result, we developed the curriculum so that a student who did spend a year abroad could complete all the requirements for the major, as long as she or he followed a few guidelines.

The guidelines are written for the entering student who knows he or she wants to major in Sociology. Rather than specify the courses that you "must" have in a given semester, the following are general guidelines regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major - this provides maximum flexibility in your junior and senior year.

First Year

SOCI 110

A 200-level elective

Foreign language—depending on where you may want to study abroad

Sophomore Year

SOCI 240: Qualitative Research Methods

SOCI 236 [Only required for students graduating in 2018 and beyond]

One elective and either SOCI 244: Quantitative Data Analysis or Theory SOCI 300 or 331

Begin thinking about your thematic in consultation with your advisor

Junior Year

Theory, either SOCI 330: Classical Theory (Fall) or SOCI 331: Contemporary Theory (Spring)

SOCI general electives: refer to Academic Bulletin: Sociology

General electives (whether abroad or on campus)

Senior Year

SOCI 400: Senior Seminar (Fall only)

SOCI 405: A Senior Thesis is recommended but not required (Spring only and requires a proposal by the Friday after Thanksgiving to enroll in this class). See the Sociology Advising Guidelines.

All electives for the major finished

Thematic Statement submitted by spring break of your senior year

For information regarding the suggested guidelines, please feel free to contact a Sociology faculty member. Students not following these guidelines may still be able to study abroad for a year and complete the major.

Thematic

Each student is required to develop a thematic or focus within the field of sociology. By spring break of the final semester, the student should submit a thematic statement to their advisor that articulates how their (minimum

of) three courses relate to one another in ways that fulfill the thematic.

- Thematic Statement (1-2 pages): The first paragraph should describe your thematic focus; subsequent paragraphs should identify and describe how those courses contribute to your thematic focus.
- You will want to consult with your academic advisor along the way as you begin to plan out your thematic. Possible thematic foci could be: social movements, social policy, social justice, race and ethnic studies, class, community studies, gender, inequality, health, environmental sociology, education, family, religion, globalization, sustainability.

HONORS

Honors may be granted in Sociology for a well-researched, analytically sophisticated, and finely crafted thesis within the range of 50 to 100 pages. Students should begin discussing the possibility of an honors thesis in the early fall of their senior year at the latest and register for SOCI 405 for the spring. A proposal with preliminary bibliography is due by the week after Thanksgiving to the faculty person teaching SOCI 405, the advanced research seminar. Students will work closely with the faculty teaching 405 but may seek guidance from other members of the faculty both within and outside the department. Only the best projects will be granted Honors, but any student who completes the project will receive credit for SOCI 405. Detailed [guidelines](#) are available on the department's web page.

CO-CURRICULAR ACTIVITIES/PROGRAMS

Many sociology students also take advantage of the interdisciplinary and often globally integrated Mosaic programs that are offered. For more information about current and upcoming Mosaics, see the [Community Studies website](#).

COURSES

110 Social Analysis

Selected topics in the empirical study of the ways in which people's character and life choices are affected by variations in the organization of their society and of the activities by which social arrangements varying in their adequacy to human needs are perpetuated or changed.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, ES Discip Specializations Crs, Social Sciences (Division II), US Diversity

222 The Family Phenomenon

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.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

224 Families and Gender in Cross-Cultural Perspective

In this comparative course in family systems, we will study the impact of production and politics on family life in various cultures, including Africa, Latin America, the Far East and the United States. The course uses ethnographic studies and documentaries to illuminate the impact of the political economy on family life, the life course, and gender roles and relationships. Various theories of development will place the ethnographies into socio-political and historical context.

Attributes: Appropriate for First-Year, Comparative Civilizations, Social Sciences (Division II), WGST Cross-Cultural Studies

225 Race and Ethnicity

This course explores the historical and contemporary significance of race and ethnicity in the United States. Students will examine how racial inequality has become a pervasive aspect of U.S. society and why it continues to impact our life chances. We will address race and ethnicity as socio-historical concepts and consider how these “social fictions” (in collusion with gender, class, and sexuality) produce very real material conditions in everyday life. We will develop a theoretical vocabulary for discussing racial stratification by examining concepts such as prejudice, discrimination, systemic/institutional racism, racial formations, and racial hegemony. We will then look closely at colorblind racism, and examine how this dominant ideology naturalizes social inequality. With this framework in place, students will investigate racial stratification in relation to schools, the labor market, the criminal justice system, neighborhood segregation, immigration, etc. Finally, we will discuss strategies of anti-racism that seek to eliminate enduring racial hierarchies.

Offered every two years.

Attributes: AMST Struct & Instit Elective, Social Sciences (Division II), US Diversity

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.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

228 Sociology of Sexualities

This course explores the social origins of sexual behaviors, identities, and desires. We will investigate how sexuality intersects with other social hierarchies including race, gender, and class. Our current frameworks for understanding sexuality and sexual identity are the product of social, political, and economic forces, and reflect the common sense of a particular historical moment. We will consider a wide range of theoretical and methodological approaches to the study of sexuality and explore more closely how these perspectives inform the analysis of contemporary sexual issues.

Offered every two years.

Attributes: Social Sciences (Division II)

230 Selected Topics in Sociology

Courses which examine special topics in sociology and will include on a regular basis, Labor History, Comparative Race & Ethnicity, and Conflict Resolution.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

233 Asian American Communities

This class is designed to move from theoretical understandings of “race,” and racial identity as it operates in our everyday lives to larger, structural determinants of race with special attention to the unique position of Asian Americans in U.S. race relations. This course focuses on social relations, political identities and activism, immigration and labor experiences to explore the ways Asian Americans have contributed to our larger histories as Americans. Broken down into three sections, this class analyzes the position of Asian Americans in the following

interconnected contexts: (a) Asian Americans in relation to dominant society, (b) Asian Americans in relation to other communities of color, and (c) pan-Asian relations.

Offered every year.

Attributes: Social Sciences (Division II), US Diversity

234 Middle Eastern American Communities

This interdisciplinary course considers the history of Middle Eastern American communities, and the related development of “Islamophobia.” We survey the history of the diverse immigrant communities that trace their heritage to a vast region of the world, the variously defined “Middle East.” In the 1990s, Islamophobia emerged as a controversial concept after decades of discussion around Orientalism and anti-Arab racism. Today, some see Islamophobia as a catch-all concept for discrediting necessary anti-terrorism measures like profiling, surveillance, and wiretaps. Others see Islamophobia as fitting into a pattern of racialized scapegoating, where people experience violence and discrimination. Topics for discussion include ethnic group and identity formation, the “war on terror,” connections between domestic and international US policy, and civil rights advocacy.

This course is cross-listed as MEST 234. Offered every two years.

Attributes: AMST Struct & Instit Elective, Middle East Social Science, Social Sciences (Division II), US Diversity

236 Inequalities in the U.S.

This course takes a critical look at the layers of American society that shape, construct, and inhibit the basic pursuit for equality of opportunity. Students will be asked to examine how the three most fundamental elements of social stratification (race, class, gender) function both separately and in tandem to organize systems of inequality. The course uses theoretical and practical applications of stratification to evaluate how social constructions of difference influence the institutions and social policy. Additionally, class discussions will also consider how the forces of racism, sexism, and classism impact the attainment of basic needs, such as wages, health care and housing.

Offered every year.

Attributes: Appropriate for First-Year, ES Discip Specializations Crs, SINE Elective, Social Sciences (Division II)

237 Global Inequality

Exploring the relationship between globalization and inequality, this course examines the complex forces driving the integration of ideas, people, societies and economies worldwide. This inquiry into global disparities will consider the complexities of growth, poverty reduction, and the roles of international organizations. Among the global issues under scrutiny, will be environmental degradation; debt forgiveness; land distribution; sweatshops, labor practices and standards; slavery in the global economy; and the vulnerability of the world’s children. Under specific investigation will be the social construction and processes of marginalization, disenfranchisement and the effects of globalization that have reinforced the division between the world’s rich and poor.

Offered every year.

Attributes: Comparative Civilizations, ES Env St Specializations Crs, INST Globaliz & Sustain Course, SINE Elective, Social Sciences (Division II)

238 Consumer Culture

The sociology of consumerism is a major specialty in European sociology, and is only recently receiving attention by American sociologists. In this class, we will examine the increasing importance of consumerism in daily life and the degree to which culture has become commercialized. We will discuss the sign value of commodities, as well as the shift from a stratification system based on the relationship of the means of production to one based on styles

and patterns of consumption. We will also concern ourselves with the relationships between consumption and more traditional sociological concerns such as gender, race, and social class.

Offered every two years.

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs, SINE Elective, Social Sciences (Division II)

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.

Attributes: Social Sciences (Division II)

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 or ANTH 101.

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs

244 Quantitative Research Methods

Quantitative Research Methods introduces students to basic principles of sociological research methodologies and statistical analysis. Students learn to conceptualize a research question, operationalize key concepts, identify relevant literature, and form research hypotheses. Then, using elementary tools of descriptive and inferential statistics, they choose appropriate statistical methods, analyze data, and draw meaningful conclusions. Special emphasis is given to interpreting numbers with clear, persuasive language, in both oral and written formats. Students will become proficient in using quantitative software for data analysis.

Two and a half hours classroom and three hours laboratory a week. Prerequisite: 110.

Attributes: ENST Discip Spec (ESDS), LPPM Empirical Social Analysis, Quantitative Reasoning

260 Ethnography of Jewish Experience

Drawing upon ethnographies of Jewish communities around the world, this course focuses on such questions as: What is Jewish culture? What is common to Jewish cultural experiences across time and place? How might we understand the variability and local adaptations of Jewish life? These are the guiding questions and issues for this course, all to be considered within multiple contexts-- from pastoral and agricultural roots to modern urban experience, from Middle Eastern origins to a Diaspora experience stretching across Asia, Africa, Europe and the Americas.

This course is cross-listed as JDST 220 and RELG 260.

Attributes: AMST Struct & Instit Elective, Humanities (Division I A), Judaic Studies Elective, Social Sciences (Division II)

270 Social Movements, Protest and Conflict

The study of protest politics and social movements is the study of collective agency. Social movements arise when people act together to promote or resist social change. Movements represent not only grievances on a particular set of issues, but also frustration with more established political forms of making claims in societies. In this course, we will engage with some of the large theoretical debates in the study of social movements, reading both empirical treatments of particular movements and theoretical treatments of key issues. The featured case studies will include civil rights, feminism, ecology, the antinuclear movement, the New Right and the alternative globalization movement. We will be particularly concerned with the social and political context of protest, focusing on basic questions, such as: under what circumstances do social movements emerge? How do dissidents choose political tactics and strategies? And, how do movements affect social and political change?

Attributes: AMST Struct & Instit Elective, ES Discip Specializations Crs, SINE Elective, Social Sciences (Division II), US Diversity

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 international variation in formulation and response to issues, such as employment, housing, domestic violence, poverty, health, and child welfare.

Offered every two years.

Attributes: INST Globaliz & Sustain Course, Social Sciences (Division II)

272 Islam and the West

This course examines the contemporary relationship between the Islamic world and the Western world. In recent years, many interpretations of this relationship have developed, with some claiming a clash of civilizations is underway. The course critically engages the rapidly growing literature on this topic, while providing an introduction to the sociology of religion, an examination of so-called Western values and their Islamic counterparts, an analysis of key moments in recent history, and finally a survey of minority Muslim communities in the West.

This course is cross-listed as MEST 272. Offered every year.

Attributes: AMST Struct & Instit Elective, Comparative Civilizations, Middle East Social Science, Social Sciences (Division II)

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, 224, 228 or a course in WGST.

Attributes: US Diversity

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.

Attributes: Social Sciences (Division II)

325 Race, Family, and the Politics of Multiraciality

This course examines the family as a social institution through which norms of racial distance and segregation have been vigorously upheld. We consider the political and economic investment in separating White families from African Americans, Native Americans, Asians, and later groups of immigrants, and pay special attention to how gender and sexuality were constructed in the service of these interests. Students will then explore more contemporary patterns of interracial families (including transracial adoptions), examining the experiences of those who have transgressed intimate racial boundaries or grown up in “mixed” families. We will analyze how interracial families blur racial categories and critically examine the politics of multiraciality as an identity and a social movement.

Prerequisites: Either 110, 224, 225, 236 OR AFST 100 or 200. Offered every two years.

Attributes: Social Sciences (Division II)

327 Sex, Gender, and Religion

Exploring the interactions between religious and gender and sexuality, this course examines: how various religious traditions perceive sexuality and gender; the ways in which religion influences social policy both within the United States and globally; and the impact this has on individuals, families, and societies. The course focuses on contemporary concerns, while offering a comparative (historical and cross-cultural) introduction to these issues across several religious traditions. Particular emphasis is given to religious fundamentalisms across the three major monotheistic religions: Christianity, Islam, and Judaism.

Prerequisites: Either 110, 222, 224, 228 or 310, or one course from WGST or RELG, or permission of the instructor. Offered every two years.

Attributes: Social Sciences (Division II)

330 Classical Sociological Theory

This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in classical sociological theory (through 1925). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience.

Prerequisite: 110 and one additional course in sociology, or permission of instructor. Offered every fall.

Attributes: Social Sciences (Division II)

331 Contemporary Sociological Theory

This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in contemporary sociological theory (1925-present). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience.

Prerequisite: 110 and one additional course in sociology, or permission of instructor. Offered every spring.

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. Offered every two years.

Attributes: Health Studies Elective, Social Sciences (Division II)

344 *Adv 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.

400 *Sociology Seminar*

A specialized seminar, intended to relate a broad area of theoretical concern to the problems and procedures of current research. Regularly offered topics: Measuring Race and Racism; Women, Culture, and Development; Sociology of Violence; Language and Power: Foucault and Bourdieu; American Society; Race and Ethnic Theory; Sexualities; Postmodernism, Culture, and Communication.

Prerequisite: 110 and at least one from the list of required courses (SOC1 236, SOC1 240, SOC1 244, SOC1 330, or SOC1 331). Offered every fall.

Attributes: Social Sciences (Division II)

405 *Senior Thesis*

Independent study, in consultation with a specially constituted faculty committee, of a problem area chosen by the student. The student should, in addition to pursuing his/her own interests, also seek to demonstrate how various perspectives within sociology and, where relevant, other disciplines bear on the topic chosen. Permission of the instructor required.

Attributes: Social Sciences (Division)

Spanish and Portuguese Curriculum

MAJOR

Eleven courses numbered 202 (previously 230) and above.

These four courses are required for all majors:

202 (previously 230): Advanced Grammar

231: Spanish Composition

305: Introduction to Literary and Cultural Analysis – Students who complete the approved theory courses taught at Dickinson programs in Málaga or Mendoza will not be required to complete the SPAN 305 course in Carlisle.

410: Senior Seminar in Hispanic Literature (must be taken senior year)

And seven electives

- A maximum of 5 courses at the 200-level (202 and above) will count toward the major.
- No more than 2 SPAN 231 courses may count towards the major (course topics must be different)
- Effective Fall 2016, students may count up to two SPAN departmental courses toward the major that are taught in English provided that they complete specific FLIC criteria established by the professor.
- Only one non-SPAN course on campus at Dickinson (e.g., LALC, PORT, AMST, etc.) related to the Spanish- or Portuguese-speaking world and culture may count toward the major (students are encouraged to take the FLIC option if available)

Please note:

(a) Students who are placed into SPAN 101 and who wish to major in Spanish are encouraged to take at least one summer school language class. This will allow them to study abroad in a Spanish speaking country for at least one semester. The requirement to study abroad is SPAN 231.

(b) SPAN 305, the “gateway” or “methods” course for the major/minor, should be completed before senior year. Students who have not taken it before junior year and who plan to spend junior year abroad need to confirm they will be able to take an equivalent course abroad.

(c) Students must take 305 and at least two additional 300-level courses prior to taking 410. We recommend that these two additional 300-level courses be in literary studies.

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 202 and above.

These three courses are required:

202 (previously 230) Advanced Grammar

231 Spanish Composition

305 Introduction to Literary and Cultural Analysis

And three electives

- A maximum of five courses may be at the 200-level. Exceptions can be made by permission of the chair.
- No more than 2 SPAN 231 courses may count towards the minor (course topics must be different)
- Students who complete the approved theory courses taught at Dickinson programs in Málaga or Mendoza will not be required to complete the SPAN 305 course in Carlisle.

- Effective Fall 2016, students may count up to two SPAN departmental courses toward the minor that are taught in English provided that they complete specific FLIC criteria established by the professor.
- Only one non-SPAN course on campus at Dickinson (e.g., LALC, PORT, AMST, etc.) related to the Spanish- or Portuguese-speaking world and culture may count toward the minor (students are encouraged to take the FLIC option if available)

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

Majors must take a total of 11 courses.

Required courses are: Spanish 202 (previously 230), 231, 305, and 410. Some students, after taking the placement test, may be placed into 231, in which case the requirement to take 202 is waived by the department chair (but they still must take a **total of 11 courses** to complete the major). A maximum of 5 courses at the 200-level (202 and above) will count toward the major or minor. (Students may take SPAN 231 up to 2 times for credit towards the Spanish major or minor, as long as course topics are different.)

The flow through the major will depend on the language class in which the student initially places.

Here are three possibilities:

Route	Route	Route
First Year SPAN 102 (prev. 104) SPAN 201 (prev. 116)	First Year SPAN 201 (prev. 116) SPAN 202 (prev. 230)	First Year SPAN 202 (prev. 230) SPAN 231
Sophomore Year SPAN 202 (prev. 230) SPAN 231	Sophomore Year SPAN 231 SPAN 305	Sophomore Year SPAN 305 SPAN 300 – Level course
Junior Year Study abroad (1 or 2 sems) SPAN 305 (or equiv abroad)	Junior Year Study abroad (1 or 2 sems)	Junior Year Study abroad (1 or 2 sems)
Senior Year SPAN 410 (offered both sems) 300 – level SPAN courses	Senior Year SPAN 410 (offered both sems) 300-level SPAN courses	Senior Year SPAN 410 (offered both sems) 300-level SPAN courses

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

This is an opportunity to explore individually an area of special interest to the student within the discipline. It is normally arranged through individual contact between the student and the professor involved in the semester preceding the actual project, and approved by the department chair.

HONORS

Spanish majors wishing to graduate with honors in the Department of Spanish & Portuguese 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. Detailed [guidelines](#) are available on the department's web page.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Dickinson offers fall semester or full year programs at the University of Málaga, Spain. This program is intended to enhance and enrich the strong Spanish major the student has initiated on the Carlisle campus. Students wishing to study in Latin America may take advantage of Dickinson's South America program in Cuenca, Ecuador and

Mendoza, Argentina. Dickinson also has a Partner Program in Brazil. Information is available from faculty in the Spanish Department or the [Center for Global Study and Engagement](#).

NOTE: Spanish majors going abroad should carefully plan their course schedule with the assistance of their faculty advisor.

CO-CURRICULAR ACTIVITIES/PROGRAMS

The department's co-curricular activities include: (1) a Spanish Club, which is open to majors and non-majors alike, sponsored lectures, field trips and other cultural activities, (2) the Spanish Table, held once a week in a private dining area of the Holland Union Building, where students and professors meet over dinner for conversation and informal discussions in Spanish, and (3) the Casa Luso-Hispana, which offers a unique opportunity for the students to live in a Spanish-speaking environment, using the Spanish language as the main vehicle for daily communication.

International students from the University of Málaga and from the National University of Cuyo in Mendoza, Argentina (where Dickinson students take classes when they study abroad) play a key role in these extra-curricular activities. These Overseas Student Assistants live in the Casa Luso-Hispana during the school year, are in charge of the Spanish Table, and assist faculty with language courses and special events in the department.

COURSES

The following courses are offered only at the Dickinson in Spain program in Málaga:

205 Málaga Summer Immersion

Offered only at the Dickinson in Spain program in Málaga. A five-week course in contemporary Spanish language and culture offered at the University of Málaga, Málaga, Spain. Students will reside with Spanish families, speak only Spanish during this five-week period, and participate in intensive language and culture classes, special lectures, and field trips arranged by Dickinson in cooperation with the Centro Internacional de Español (CIE-UMA) of the University of Málaga.

Prerequisite: 201 or equivalent and permission of the department.

251 Spanish for Academic Contexts in Málaga

An advanced and in-depth study of grammatical structures to prepare students for the demands of Spanish university classes, with a focus on achieving the necessary command of the language according to DELE standards. Students will learn some of the intricacies, complexities and subtleties of Spanish grammar through personalized instruction, oral presentations and written analysis of diverse texts. These will include cultural texts, literature, art, current affairs, politics, etc. This is an intensive, four week pre-semester required course, which includes weekly exams in addition to other specific assignments.

253 Málaga Colloquium

This is a half credit course that follows Spanish 251, Spanish For Academic Contexts in Málaga. This addresses challenges that students face in course work taken at the Universidad de Málaga. Students will learn in detail about expectations for student work in Spanish universities, will present to Dickinson peers research related to their university courses, and will also participate in mentor and/or tutoring sessions that will focus on their university work. The course will include readings on study and research skills, as well as Spanish university culture.

Meets weekly for one and a half-hours for 12 weeks.

371 Literary Analysis of Hispanic Texts

Offered only at the Dickinson in Spain program in Málaga. An in-depth study of texts of a specific period and/or genre. This course often focuses on contemporary writers and includes class visits by authors being studied.

Attributes: Humanities

372 Spanish Society and Culture

Offered only at the Dickinson in Spain program in Málaga. In-depth study of several aspects of Spanish cultural traditions and values. Contrasts Andalusian culture with other peninsular cultures. Oral and written reports concerning cultural aspects of life in Málaga. Local field trips and interviews are an important part of the course.

Offered in the fall semester.

373 Spanish and HispanoArab Art

Offered only at the Dickinson in Spain program in Málaga. 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.

Attributes: Arts

374 Spain and the European Union

Offered only at the Dickinson in Spain program in Málaga. 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

Offered only at the Dickinson in Spain program in Málaga. Study of significant cultural, literary, and historical topics concerning the Spanish-speaking world. Peninsular and Latin American topics may be offered. Specific topics to be announced.

The following courses are offered in the Dickinson in South America Program:

252 Ecuador and the Andes: Culture, History and Society

This interdisciplinary class examines the culture, history, philosophy, and literature of Ecuador and the Andes. Students will explore topics such as social and value systems, environmental diversity, and colonial encounters. Special emphasis will be placed on identities through the lens of gender, ethnicity, and race. This class also includes a Spanish language component. Class trips will be made to selected areas of Ecuador that are of archaeological, cultural, and historical significance.

Prerequisites: 231 and acceptance into the Dickinson in South America program. This course is cross-listed as LALC 203. Offered every semester.

Attributes: Global Diversity, INST Latin America Course

362 Argentina in a Latin American Context

This class approaches Argentine reality from an interdisciplinary perspective, including culture, economic and social life, geography and history, and philosophical and social factors. It will examine the diversity of Argentine society in the context of Latin American political, social, and cultural developments. National and regional per-

spectives will be included as well. Class trips will be made to selected areas of the Mendoza region that are of cultural and historical significance.

Prerequisites: 231 and acceptance into the Dickinson in South America program. This course is cross-listed as LALC 204. Offered every semester.

Attributes: Global Diversity, INST Latin America Course

Spanish and Portuguese 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.

Attributes: Appropriate for First-Year

102 Elementary Spanish

This course is a continuation of Spanish 101. The course focuses on all four language skills: listening, reading, writing, speaking, with increasing emphasis on speaking.

Prerequisite: 101. Upon completion, students go to 201.

Attributes: Appropriate for First-Year

201 Intermediate Spanish

This course is a continuation of Spanish 102. The course focuses on all four language skills: listening, reading, writing, speaking, with increasing emphasis on writing and speaking.

Prerequisite: 102 or placement by department. This course fulfills the language graduation requirement.

Attributes: Appropriate for First-Year

202 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: 201, 120, or the equivalent.

203 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 graduation requirement.

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. Students may take SPAN 231 up to two times (on different topics) for credit towards either the Spanish major or minor. 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.

Prerequisite: 202.

Attributes: Writing in the Discipline

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: 202, or permission of instructor.

239 Spanish for the 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 Global Health Care, Food Security, Immigration, and the delivery of health-care services to Limited-English-Proficient, Hispanic patients. Off-campus volunteer work with native Spanish speakers is required.

Prerequisite: 202 or above, or permission of instructor. This course is cross-listed as LALC 239.

Attributes: Food Studies Elective, Health Studies Elective, NRSC Non-Div 3 Elective, Service Learning, Sustainability Connections

295 Introduction to U.S. Latina/o Literature and Culture

This interdisciplinary introduction to Latina/o Studies discusses foundational historical, cultural, political, artistic, and literary texts of the U.S. Latina/o community. This class will cover diasporic movements and issues of identity, with a particular focus on the Mexican, Puerto Rican, Dominican, and Cuban-American diaspora.

Prerequisite: 231. This course is cross-listed as LALC 295

Attributes: Lat Am, Latino, Carib St Elect, US Diversity

305 Introduction to Literary and Cultural Analysis

This course introduces students to different methods of reading and analyzing cultural products of the Spanish-speaking world. Strong emphasis is placed on expanding and honing strategies for close reading and/or interpretation, a practice that requires paying careful attention to the formal features of cultural products as well as their thematic content and generic conventions. Students will develop the necessary methodological skills and

vocabulary enabling them to produce writing for academic purposes, which includes conducting advanced research and incorporating secondary sources to strengthen students' own written arguments. This course prepares students for upper-level Spanish courses by fostering their abilities to examine discourses, analyze arguments, and construct arguments of their own.

Prerequisite: 231.

Attributes: Humanities, Writing in the Discipline

310 Studies of the Iberian Middle Ages

Explores texts and contexts from the 8th to the 15th-century in the Iberian Peninsula and the continent. Studies of texts and literatures are organized around topics such as medieval romance, sex and marriage, literature of courtly love, the medieval song, chivalry and chivalric romance, medieval epic repertoires, the politics of siege warfare, Iberia's pluralistic society of Christians, Jews, and Muslims, medievalism. Earlier texts may be studied in modernized versions.

Prerequisite: 305 or permission of the instructor.

Attributes: Humanities, MEMS Elective

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. This course is cross-listed as LALC 311.

Attributes: Lat Am, Latino, Carib St Elect, MEMS Elective

320 Studies in Spanish Golden Age Texts

This course will present the diversity of Spanish literature during its moment of greatest 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 students with works that have had a significant impact on Spanish culture and literature.

Prerequisite: 305.

Attributes: MEMS Elective

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: Prerequisite: 305. This course is cross-listed as LALC 321.

Attributes: INST Latin America Course, Lat Am, Latino, Carib St Elect

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.

Attributes: Humanities

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. *This course is cross-listed as LALC 331.*

Attributes: INST Latin America Course, Lat Am, Latino, Carib St Elect

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.

Attributes: Humanities

341 Studies in Contemporary Spanish American Literature

This course will analyze major literary and cultural trends in contemporary Spanish American narratives and drama. This course will analyze major literary and cultural trends in Spanish American narratives and drama from the 20th Century to the present. Special attention will be given to the connection between these works and the important socio-political movements of the time.

Prerequisite: 305. *This course is cross-listed as LALC 341.*

Attributes: Lat Am, Latino, Carib St Elect

350 Chicano/Chicana Literatures

This course, taught in Spanish, provides a literary and interdisciplinary examination of Chicano/a experience in the United States. Students will become familiarized with various theoretical perspectives on the artistic, social, political, and economic condition of Chicano/a writers as producers of American culture. Attention will be given to understanding the ties between literary and social transformation in the cultural production of the Mexican-American diaspora.

Prerequisite: 305. *This course is cross-listed as LALC 350.*

Attributes: Lat Am, Latino, Carib St Elect, US Diversity

351 U.S. Latina/o-Caribbean Literature

This course, taught in Spanish, provides a literary and interdisciplinary examination of the experience of members of the Latina/o-Caribbean diaspora in the United States (Cubans, Dominicans, Puerto Ricans, and Haitians). Students will become familiarized with various theoretical perspectives on the artistic, social, political, and economic

condition of Latina/o-Caribbean writers as producers of American culture. Attention will be given to understanding the ties between literary and social transformation in cultural production of the Latina/o-Caribbean diaspora.

Prerequisite: 305. This course is cross-listed as LALC 351.

Attributes: Lat Am, Latino, Carib St Elect, US Diversity, Writing in the Discipline

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 Intro 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. The course will incorporate specific examples both in Spanish and in English. The course will be taught in English with a Spanish FLIC option. Advanced learners of other languages are welcome. Topics will include phonological variation, morphological and morphosyntactic variation, discourse analysis, and language in contact.

Prerequisite: Spanish 305 or approval from the professor.

Attributes: FLIC Spanish

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.

385 Topics in Latina/o Studies

This class, which will generally be taught in Spanish, studies significant cultural, literary, and historical topics concerning the U.S. Latina/o community. A sampling of topics includes: The Mexican-American Border; Nueva York, Diaspora City; U.S. Latinos: Between Two Cultures; Latina/o Poetry; New Latino Narratives; Latina Writers; Afro-Latino Cultural Production in the U.S., Semiotics and the Aesthetics of Latina/o Cinema.

Prerequisite: 305. This course is cross-listed as LALC 385.

Attributes: Lat Am, Latino, Carib St Elect, US Diversity

410 Senior 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 instruc-

tor and will present reports to the seminar and participate in subsequent discussions. Emphasis on methods of literary research.

Prerequisite: 305, two 300-level courses in literary studies, and permission of the instructor if not a senior. This course is cross-listed as LALC 390.

PORTUGUESE

GENERAL INFORMATION

The College offers an interdisciplinary minor in Portuguese and Brazilian Studies. Students may take significant course work on the language, culture, and literature of the Luso-Brazilian world through regular courses and independent studies.

Students interested in taking Portuguese should consult with the chair of the Department of Spanish & Portuguese.

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 Center for Global Study and Engagement for information about the Partner Program in Brazil.

COURSES

In addition to the offerings below, Portuguese is offered on a tutorial basis.

101 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.

Attributes: Appropriate for First-Year

102 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.

Prerequisite: 101 or the equivalent

200 Portuguese for Speakers of a Romance Language

This course is designed for students who have previously studied another Romance language and would like develop speaking, reading, writing and listening skills in Portuguese. The course assumes no previous knowledge of Portuguese, and will rely on the comparative grammar and cognate vocabulary of Spanish and other Romance languages to develop language skills over the course of the semester. In addition, the class will explore aspects of Portuguese-speaking cultures in Europe, Latin America and Africa.

Prerequisites: four semesters of a Romance language (or the equivalent), or permission of instructor.

201 Intermediate Portuguese

Review of Portuguese syntax. Introduction to conversation and composition through selected cultural and literary readings.

Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.

Attributes: Appropriate for First-Year

202 Intermediate Portuguese II

The primary goals of this course are to review and study advanced grammatical structures, as well as develop writing skills. The course will aim to further develop students' formal knowledge of Portuguese by studying challenging grammatical structures and producing formal and informal texts, such as letters, reports, narrations, summaries, etc. In order to familiarize students further with the cultures of Portuguese speaking countries, the course will use diverse target-language materials, such as short stories, films, newspaper clips, blog entries, YouTube videos, songs, etc. This course is intended as the gateway to the Portuguese and Brazilian Studies minor.

Prerequisite: 200 or 201

Attributes: Portuguese & Brazilian Studies

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: 201, 200 or permission of the instructor.

Attributes: Portuguese & Brazilian Studies

242 Brazilian Cultural and Social Issues

In this class students learn about a variety of aspects of Brazilian culture and social issues. While highly discussed topics in Brazil and about Brazil, such as carnival, malandragem, and jeitinho are examined, throughout the semester students explore three different types of encounters: Native encounters, African and Afro-Brazilian encounters, and gender encounters. Students analyze these ideas concentrating on the nature of the encounters and the criticisms generated. Also, the class examines issues of representation related to marginalization, violence and banditry. In order to carry out the analysis of ideas and cultural representations and their development, students work with a variety of texts from different disciplines - literature, anthropology, sociology, history, and film - and follow an intersectional methodology.

This course is cross-listed as LALC 242. Offered every year.

Attributes: Appropriate for First-Year, Global Diversity, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies

290 Brazilian Cinema

This class focuses on important examples of Brazilian cinema, as well as on critical episodes, manifestos, and challenges faced by Brazilian directors, screenwriters, and actors. The class will also analyze diverse periods and genres, such as chanchadas, Cinema Novo, and retomada. Particular attention will be paid to the representation of native Brazilians, Afro-Brazilians, women, and marginalized places (Backlands, favelas, etc.), and how their representation has had social and economic repercussions in Brazil. Taught in English. Available as a FLIC option in Portuguese.

This course is cross-listed as FMST 290 and LALC 290. Offered every two years.

Attributes: Humanities, Lat Am, Latino, Carib St Elect

304 Afro-Brazilian Literature

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

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

Attributes: AFST - Diaspora Course, Humanities, Lat Am, Latino, Carib St Elect, Portuguese & Brazilian Studies, Writing in the Discipline

380 Topics in Luso-Brazilian and Hispanic Studies

Study of significant cultural, literary, and historical topics concerning the Portuguese and, when appropriate, the Spanish speaking world. A sampling of topics includes the Medieval Song, Gender Transgression in Brazilian literature, Malandragem and Bandits in Brazil, Gender and Race in the literatures of the luso-phone world, Writing after the 1964 Brazilian Coup d'état, Performing Gender in Latin America.

Prerequisite: 242 or permission of the instructor.

Sustainability Curriculum

COURSES

301 Practicum in Sustainability

Students will gain practical skills for creating a sustainable society by using the Dickinson College campus or other selected organization or community as a living laboratory in which to study and develop solutions to real and pressing problems of sustainable planning and management. Concepts of sustainable systems and sustainable planning and management will be explored and reinforced through application in a significant group or individual project that requires students to identify a problem; analyze potential solutions that would advance sustainability goals that encompass environmental stewardship, social justice and economic vitality; develop recommendations; and communicate recommendations to relevant constituencies with the aim of seeing their recommendations implemented. Examples of problem areas on which the course may focus include reducing campus greenhouse gas emissions; performing a campus sustainability audit; and developing plans to address transportation, nutrition, public health, economic development and biodiversity conservation needs in the local community and region.

Prerequisite dependent upon topic.

330 Global Environmental Challenges and Governance

Many environmental challenges cross international borders and some, like climate change, are truly global in their causes, consequences and potential solutions. These challenges often are beyond the means of individual nations to solve and global institutions have been created to negotiate, mobilize and oversee international cooperation to address them. Taking an interdisciplinary approach, we will explore the demographic, social and economic drivers of a selected global environmental challenge, the dangers it poses to ecological systems, human wellbeing, sustainable development and national security; policy options for responding to the dangers; and the processes, politics and effectiveness of the governance institutions that have jurisdiction over it. The exploration will result in students being able to articulate the perspectives of key stakeholders on important issues in the governance of global environmental change and critically analyze the performance of global environmental governance institutions.

Prerequisites: Any two DIV III lab science courses, or permission of instructor.

Attributes: Environmental Studies Elective

490 Baird Honors Colloquium

Students accepted into the Baird Sustainability Fellows program will explore questions about sustainability from a variety of disciplinary and interdisciplinary perspectives and build leadership and professional skills as agents of change. The specific assignments and content of the colloquium will be decided in concert with the admitted students. These may include conversations with invited scholars and practitioners, discussions of selected readings and public lectures, individual or collaborative projects, written essays, presentations of student research and service projects, student led class sessions, workshops, and field trips. Each student will create an electronic portfolio to document attainment of sustainability learning goals.

The colloquium is a half-credit course that will meet for 90 minutes each week. Grading for the course will be credit/no credit.

Attributes: Sustainability Investigations.

Theatre & Dance Curriculum

MAJOR

Theatre Arts Major

Eleven Courses

CORE:

101: Theatre as Social Exploration (or approved course in dramatic literature, taught in alternate years)

121-221: one course credit of Modern Dance (or other dance courses approved by the director of dance)

130: Introduction to Stage Technology

201: Theatre History (taught in alternate years)

203: Acting I: Basic Technique and Modern Drama

205: Directing

230: Design Principles and Practices for the Stage

319: Dramaturgy (Writing in the Discipline—Taught 2 of every 3 years)

PRE-APPROVED CLUSTERS:

For Acting and Directing (Choose 3):

300: Acting II: Movement/Voice Technique and Devised Theater

303: Acting II: Advanced Technique and Classical Drama

305: Advanced Directing

495: Senior Project (.5 course each semester, fall and spring)

For Design and Technology (Choose 3):

495: Senior Project

500: Independent Study in Applied Design or Technology

550: Independent Research in Applied Design or Technology

560: Student/faculty collaborative research in Applied Design or Technology

But no more than two of the following:

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

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

Dance Major

Eleven Courses

102: Introduction to Global Dance Studies

Four semesters of dance technique (at least two from Modern Dance 121-322)

130: Introduction to Stage Technology
 204: Fundamentals of Choreography
 215: The Thinking Body: Human Anatomy and Movement
 220: Dance Repertory (must complete two .5 course units)
 230: Design Principles and Practices for the Stage
 300: Acting II: Movement/Voice Technique and Devised Theater
 316: Dance History Seminar

(In addition, choose one of the following)

203: Acting (with permission of the Director of Dance)
 214: Special Topics in Dance
 304: Applied Choreography
 495: Senior Project

NOTES: All students intending to propose a senior project (THDA 495) as part of their theatre major should be aware of the pre-requisite of four .25 course credits in Production and Performance. Students will not be given permission to complete a senior project in theatre without these four units of Production and performance credit.

Students may propose individualized clusters; however, these must be submitted for approval by the department of theatre and dance by the end of the student's 5th semester in residence. If a student does not propose a cluster by this point, they **MUST** complete one of the pre-approved clusters as listed.

Arts Requirement: Students may complete the requirement using two half-credits of dance in the same genre:

- Ballet
- Modern dance
- Jazz dance

MINOR

Theatre Arts: 130, 201, 203, 205, 300 or one course in modern dance, and 319

Dance: 102, 130, 204, 316, one course in dance technique and 220 or 304

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

First Year

Theatre as Social Exploration (THDA 101)
 Acting I (THDA 203)
 Modern Dance (THDA 121-221)
 For Design/Tech emphasis- Topics in Design (THDA 130)

Sophomore Year

Topics in Design (THDA 230)
 Directing (THDA 205)
 Possibly Theater History Seminar (THDA 201) if not offered in senior year
 For Design/Tech- ARTH 101 or 102, 122 or 123
 For Drama Lit- course in dramatic lit in other department

Junior Year

Dramatic Literature (taken outside department or abroad)
 If not going abroad: Advanced Directing (THDA 305) or Advanced Acting (THDA 300 - 303), Topics in Design (THDA 230)

Senior Year

Advanced Directing (THDA 305)

Topics in Design (THDA 230)

Theater History (THDA 201)

Advanced Acting (THDA 300 - 303)

Senior Project (THDA 495)

For Design Tech- independent study or ARTH classes

For Drama Lit- drama lit class

Senior Portfolio Review. A preliminary review takes place in the fall, and the final review at the end of the second semester senior year.

Dance emphasis students are expected to take technique classes every semester and all majors should be active in the co-curriculum.

HONORS

Major GPA of 3.5.

The Honors projects may consist of:

1. A research based thesis in literature, aesthetics, dramaturgical analyses or history of any of the theatre arts;
or
2. A creative project in acting, dance, design, direction, or choreography. Performance projects should be supplemented by production materials as requested by the department as well by a research paper relating the project to its specific theatrical context.

All honors students will take an oral examination at the end of their final semester in the general field of the honors project/paper.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

Majors are strongly encouraged to study abroad, but study abroad is not a requirement. Students should consult with the Chair of the department and the Executive Director of [Center for Global Study and Engagement](#).

CO-CURRICULAR ACTIVITIES/PROGRAMS

Dance Theatre Group and the Mermaid Players are Dickinson's co-curricular student theatre and dance organizations. Together with the department, they produce high quality, well-attended productions and concerts which are supervised by faculty and professional artists. They are open to all students regardless of class year or major field. The department also produces smaller-scale productions which are often supervised by experienced and committed students; these include the "Senior Projects," "Lab Shows" and "Freshman Plays" theatre programs and the "Fresh Works" dance program. Auditions open to all students (with the exception of Freshman Plays, open only to first-year students) are held before each production. All students are encouraged to participate backstage by signing up on the call board (a bulletin board located near Mathers Theatre in the HUB) to work in the scene shop or costume studio. No experience is necessary and patient instruction, often from experienced students, is always available.

COURSES

The following course is offered in summer semester in England program:

110 Theatre in England

A topics course in the history and performance of drama which uses performances in and expertise of the theatrical world in London as resources for its study. Taught only in the Summer Semester in England program. This course fulfills the Arts (Division I C) distribution requirement.

Attributes: Arts (Division I C)

Theatre Arts Courses

101 Theatre as Social Exploration

Theatre has always been, and continues to be, an artistic form in which society sees itself portrayed. Theatre artists reflect and are influenced by the way they see current social situations, but they also construct and present social criticism that points to a different or desired social future. This course will explore how theatre artists have contributed to movements advocating equality for individuals regardless of their race, religion, ethnicity, gender or sexual orientation. A comparison will also be drawn by exploring how theatre artists' advocacy and perspective on such issues can be seen throughout theatrical history (in plays such as Shakespeare's Othello, Euripides' The Trojan Women, or Ibsen's A Doll's House, for instance.) By examining the rich tradition of dramatic performances—and especially through looking at performances on contemporary stages and in related dramatic forms—an appreciation for the role of the artist as an agent for social equality and change will be pursued through the course.

Attributes: Appropriate for First-Year, Arts (Division I C), US Diversity

102 Introduction to Global Dance Studies

This is an introductory course that explores dance forms from six different regions: Africa, India, North America, Europe, South America and Asia. Focus will be on how dance functions within various social structures and how these functions operate to re-inscribe, contest or legitimate race, class, and gender identity formations. Issues such as authenticity, hybridity, cultural tourism and globalization will be examined. Through an interactive classroom, guest artists and studio work, we will gain a deeper kinesthetic understanding of how dance can operate as a powerful cultural tool, glue or agent for social change.

Offered every two years.

Attributes: Appropriate for First-Year, Arts (Division I C), Comparative Civilizations, SINE Elective

111 Ballet: Classical Ballet

Classes taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet CPYB. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Dickinson students at all levels of experience are welcome but will be required to take the official placement class usually held during the first week of the semester. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.

When taken for .5 academic credit, these courses do not fulfill a distribution requirement, but will carry 2 PE blocks. In order to qualify for 2 PE blocks, a student must take three hours of ballet weekly throughout the semester. Classes also count for those students enrolled in the CPYB Certificate program. When taken for 1 full academic credit, these courses satisfy the Arts (Division I C) distribution requirement.

Attributes: 2 PE Activities

112 Ballet: Classical Ballet

Classes taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet CPYB. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Dickinson students at all levels of experience are welcome but will be required to take the official placement class usually held during the first week of the semester. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.

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Attributes: 2 PE Activities

121 Modern Dance I

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 and movement training practices such as Pilates, yoga, somatics and ballet 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 2 PE blocks.

Attributes: 2 PE Activities, Appropriate for First-Year

122 Modern Dance I

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 and movement training practices such as Pilates, yoga, somatics and ballet 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 2 PE blocks.

Attributes: 2 PE Activities

123 Jazz Dance I

Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.

Each carries .5 academic credit and 1 PE block.

Attributes: PHED Activity

124 Jazz Dance I

Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.

Each carries .5 academic credit and 1 PE block.

Attributes: PHED Activity

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.

Attributes: Appropriate for First-Year, PHED Activity

127 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

128 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

130 Introduction to Stage Technology

An introduction to the backstage technology of the world of theatre and dance including the areas of costuming, lighting technology, and scenic construction. Students will learn basic construction techniques in hands on pro-

duction work in the department's scenic and costume studios and will learn lighting technology while working on performances in Mathers Theatre and the Cubiculo.

Two hours classroom and three hours lab per week.

Attributes: Appropriate for First-Year, Arts (Division I C)

190 Production and Performance

A laboratory experience in the creation and performance of theatre production. Under the guidance of faculty, students will explore the interpretive processes by which theatre productions are rehearsed, built and presented.

Carries .25 academic credit. Credit/no credit. Prerequisite: Permission of instructor based on an open audition process for performance or application process for production.

201 Theatre History

The impulse to perform (and to be an audience) can be traced back to the very roots of human society. This course will explore the origins and evolution of theatre as a formal art within the context of western cultures. Beginning with the Theatre of Greece in the 5th Century BCE and proceeding up to the 20th Century, the broad relationship of art and culture will be illustrated through examination of both written plays and historical artifacts regarding play production in classical, medieval, early modern and modern eras. Students will learn through traditional classroom lectures and readings, and also through more performance-oriented exercises and explorations.

Attributes: Arts (Division I C)

203 Acting I

An introduction to the principles and theories of acting combined with practical exercises and scene performance. This course fulfills the Arts (Division I C) distribution requirement.

Attributes: Appropriate for First-Year, Arts (Division I C)

204 Fundamentals of Choreography and Dance Composition

A studio-based course designed to introduce the student to various tools to generate and create original dance compositions. Basic elements such as time, space, energy, dynamics, movement generation, and quality are explored in addition to multiple structuring devices. Using an interdisciplinary lens, this course offers a different approach to art making from related fields such as visual art, literature, and media in order to treat dance composition as a relevant response to the contemporary moment.

Prerequisite: 102, or permission of the instructor. One studio course in dance is recommended.

Attributes: Arts (Division I C)

205 Directing

A study of the major techniques employed by stage directors. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises including the direction of scenes.

Prerequisite: 203.

211 Ballet: Classical Ballet

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take the official placement class usually held during the first week of the semester. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.

When taken for .5 academic credit, these courses do not fulfill a distribution requirement, but will carry 2 PE blocks. In order to qualify for 2 PE blocks, a student must take three hours of ballet weekly throughout the semester. Classes also count for those students enrolled in the CPYB Certificate program. When taken for 1 full academic credit, these courses satisfy the Arts (Division I C) distribution requirement.

Attributes: 2 PE Activities

212 Ballet: Classical Ballet

Classes taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet CPYB. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Dickinson students at all levels of experience are welcome but will be required to take the official placement class usually held during the first week of the semester. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.

When taken for .5 academic credit, these courses do not fulfill a distribution requirement, but will carry 2 PE blocks. In order to qualify for 2 PE blocks, a student must take three hours of ballet weekly throughout the semester. Classes also count for those students enrolled in the CPYB Certificate program. When taken for 1 full academic credit, these courses satisfy the Arts (Division I C) distribution requirement.

Attributes: 2 PE Activities

214 Special Topics in Dance

This course examines and applies theoretical and/or scientific study to the dancing body through experiential investigation, reading and lecture.

Prerequisite: Proficiency in ballet or modern dance at the intermediate level or permission of instructor.

Attributes: Arts (Division I C)

215 The Thinking Body: Human Movement and Anatomy

This course employs an experiential approach to the science and expressive potential of human movement. It is meant to give students a foundation in anatomy and kinesiology basics. Simultaneously, significant time will be spent in explorations designed to deepen body-mind connections. We will focus on the act of embodiment - how does factual knowledge of the body help us move more efficiently and utilize healthy biomechanics? Through course readings, movement exercises, guest lectures, writing, partnered activities and self-directed independent studio time, we will connect how broad analytical frameworks of the human body apply to the personal and individual experience of movement.

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.

Attributes: PHED Activity

221 Modern Dance II

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 and movement training practices such as Pilates, yoga, somatics and ballet 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 2 PE blocks.

Attributes: 2 PE Activities

222 Modern Dance II

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 and movement training practices such as Pilates, yoga, somatics and ballet 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 2 PE blocks.

Attributes: 2 PE Activities

223 Jazz Dance II

Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.

Each carries .5 academic credit and 1 PE block.

Attributes: PHED Activity

224 Jazz Dance II

Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. Each course may be repeated for credit with permission of the instructor.

Each carries .5 academic credit and 1 PE block.

Attributes: PHED Activity

227 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

228 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

230 Design Principles and Practices for the Stage

A study of the language, principles, elements, and tools designers use to both formulate and communicate ideas as part of the collaborative process. Students will learn the basic elements of composition for stage design and will see how these elements function in the areas of costuming, lighting, scenery, and sound.

Two hours classroom and three hours laboratory per week.

300 Acting I: Movement/Voice Technique and Devised Theatre

This course will explore the creative process through movement and language. The student will work individually and in groups to create performance pieces based upon principles of text and movement. The class aims to develop the expressive power of the voice and body while fostering interdisciplinary thinking and artistic experimentation and an appreciation for the historic intersection of dance and theater.

Prerequisite: 203 and/or 200-level movement.

302 Special Topics in Theatre and Dance

An examination of selected aspects of theatrical experiment, theory, and practice. Topics chosen at the discretion of the instructor and in consultation with students, e.g., advanced study in various aspects of production, design, performance, and staging as well as special topics in dramatic literature, history, and theory. This course fulfills the Arts (Division I C) distribution requirement.

Attributes: Arts (Division I C)

303 Acting II: Advanced Technique and Classical Drama

An in-depth examination of the process of acting. Technical, interpretive, and psychological aspects are explored through reading, exercises, and scene performances. Major theories of acting are presented and discussed in the context of developing a workable, individualized approach to acting.

Prerequisite: 203.

304 Applied Choreography

This course will focus on the principles of choreography as they may be applied to the development of original dance works for inclusion in the fully produced, mainstage Dance Theatre Group Spring Concert. Through weekly

workshop/discussion sessions, readings, and rehearsals, selected elements of dance composition as well as issues of aesthetic perception and articulation are explored. The processes involved in generating movement material, running constructive and creative rehearsals, and working with lighting and costume designers, are our primary concerns. The course work will include an audition showings, production of the dances, and the final performance.

Prerequisites: 204, 220. 1 credit.

Attributes: Arts (Division I C)

305 Advanced Directing

An inquiry into the process of translating a play from the printed text to the live stage. Detailed analytical techniques and major directorial theories are examined through readings, class discussion, and written assignments. Each student directs a one-act production under advisement of the instructor.

Prerequisite: 205 and 230.

311 Ballet: Classical Ballet

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When taken for .5 academic credit, these courses do not fulfill a distribution requirement, but will carry 2 PE blocks. In order to qualify for 2 PE blocks, a student must take three hours of ballet weekly throughout the semester. Classes also count for those students enrolled in the CPYB Certificate program. When taken for 1 full academic credit, these courses satisfy the Arts (Division I C) distribution requirement.

Attributes: 2 PE Activities

312 Ballet: Classical Ballet

Classes taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet CPYB. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Dickinson students at all levels of experience are welcome but will be required to take the official placement class usually held during the first week of the semester. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.

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Attributes: 2 PE Activities

314 Topics in Dance

Advanced study in dance history or dance ethnology.

Prerequisite: 102 and 104.

316 Dance History Seminar: Modernism and the Body

This course will focus on contemporary dance history using theoretical frameworks that interrogate how race, class and gender resist, assimilate, and converge to create the construction of American modern concert dance. We will explore how the politics of the dancing female body on the concert stage produced a radicalized agenda for contemporary dance. We will address key themes and questions throughout the semester, questions such as: What makes a body “modern?” How does the feminist agenda on the concert stage aid in the construction of a “modern” body? What was the role of appropriating from exotic cultures in the making of contemporary concert dance? What is the role of technology in the creation of modern dance? What are the effects of war and politics on the dancing body? Orientalism, the Africanist presence in Western concert dance, and the restaging of Native American dances by American choreographers will be addressed as part of the overall construction of American modern dance. Through response papers, in-class presentations, and an in-depth research paper, students will engage with significant issues contributing to the development of modern concert dance.

Prerequisite: 102. This course is cross-listed as WGSS 300.

Attributes: US Diversity, Writing in the Discipline

317 Advanced Classical Ballet

Ballet instruction at the higher levels of classes are taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary.

Prerequisites: 212 and placement at higher level by CPYB.

Attributes: PHED Activity

318 Advanced Classical Ballet

Ballet instruction at the higher levels of classes are taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary.

Prerequisites: 212 and placement at higher level by CPYB.

Attributes: PHED Activity

319 Dramaturgy

What is a dramaturg? This course will answer that question through theoretical and applied investigations of dramatic texts in historical, literary, and performative contexts. Always keeping in sight the idea of theater as a collaborative production-focused art, students will practice research, text analysis, genres of writing for/about the theater and dramaturgical roles on various kinds and aspects of production. A dramaturgical casebook for a proposed play or department production will be the culminating assignment.

Prerequisite: 101 or 201 or permission of instructor.

Attributes: Writing in the Discipline

321 Modern Dance 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 and movement training practices such as Pilates, yoga,

somatics and ballet 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.

Prerequisite: Permission on the instructor. Each carries .5 academic credit and 2 PE blocks.

Attributes: 2 PE Activities

322 Modern Dance 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 and movement training practices such as Pilates, yoga, somatics and ballet 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.

Prerequisite: Permission on the instructor. Each carries .5 academic credit and 2 PE blocks.

Attributes: 2 PE Activities

323 Jazz Dance 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.

Attributes: PHED Activity

324 Jazz Dance 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.

Attributes: PHED Activity

327 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

328 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

411 Ballet: Classical Ballet

Classes taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet CPYB. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Dickinson students at all levels of experience are welcome but will be required to take the official placement class usually held during the first week of the semester. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.

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Attributes: 2 PE Activities

412 Ballet: Classical Ballet

Classes taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet CPYB. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary. Careful consideration to alignment, placement and proper execution of steps will be covered in depth. Dickinson students at all levels of experience are welcome but will be required to take the official placement class usually held during the first week of the semester. All classes are taught at the CPYB Warehouse and Barn studio during studio hours on or after 4:30 Monday through Friday and at 9am Saturday with other possible classes until 4pm.

When taken for .5 academic credit, these courses do not fulfill a distribution requirement, but will carry 2 PE blocks. In order to qualify for 2 PE blocks, a student must take three hours of ballet weekly throughout the semester. Classes also count for those students enrolled in the CPYB Certificate program. When taken for 1 full academic credit, these courses satisfy the Arts (Division I C) distribution requirement.

Attributes: 2 PE Activities

417 Advanced Classical Ballet

Ballet instruction at the higher levels of classes are taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary.

Prerequisites: 212 and placement at higher level by CPYB.

Attributes: PHED Activity

418 Advanced Classical Ballet

Ballet instruction at the higher levels of classes are taught by CPYB faculty under the direction of Marcia Dale Weary founder and artistic director of the Central Pennsylvania Youth Ballet. Instruction will utilize the precise, disciplined and repetitive methods of ballet training developed by Ms. Weary.

Prerequisites: 212 and placement at higher level by CPYB.

Attributes: PHED Activity

427 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

428 Contemporary Ballet

Studio classes in contemporary ballet taught at the appropriate level by teachers from the Central Pennsylvania Youth Ballet (CPYB). Instruction will combine core ballet basics with an open approach to mobility, momentum, and expression. Students will focus on maintaining proper alignment in the body while exploring a greater range of motion and momentum. All classes will be taught at the Dickinson dance studio 25 High Street. Each course may be repeated for credit with permission of the instructor.

Attributes: 2 PE Activities

495 Senior Project

A culminating experience for students completing the Theatre major with emphasis in Dramatic Literature, Acting/Directing, or Dance. The specific nature of projects will be determined on an individual basis, but all senior projects will consist of at least two of the following: a) scholarship, b) technical/production work, and c) performance. Students will register for .5 course credit in the fall semester, during which planning and research will be conducted, and .5 in the spring, during which presentation of the project will occur.

Prerequisite: four .25 course credits in THDA 190.

Women's, Gender and Sexuality Studies Curriculum

MAJOR

Ten Courses

Core Courses:

WGSS 100: Introduction to Women's, Gender and Sexuality Studies

WGSS 200: Feminist Practices, Writing and Research

WGSS 300: Feminist Perspectives and Theories

WGSS 400: Senior Seminar.

Six Elective Courses:

At least one from each of these four thematic categories, with two of the electives at the 300- or 400-level:

Histories, Theories, Representations

Transnational and Global Perspectives

Sexualities and Gendered Pluralities

Intersectionalities, Institutions and Power

Note: Although a single course may have designations for multiple thematics, it can only count as one course toward the major or minor.

Internship notation

Final reflective essay

Thematic Descriptions:

1. Histories, Theories, Representations

Introduces key histories, theoretical debates, and cultural artifacts that inform past, present and future feminist perspectives. May include: historical analysis of diverse gendered experience and social movements; distinct feminist theoretical traditions; artistic, literary or cultural movements; WGSS field perspectives on relevant phenomena such as media representation, war, memory, consumerism, colonialism, environmentalism, urbanization, online culture, technology, disability, science and incarceration.

2. Transnational and Global Perspectives

Examines how gendered, sexualized and racialized differences shape the way transnational forces create power inequalities that drive the asymmetrical flow of people, ideals, capital, discourses and institutions across and within borders. May be transnational, comparative or focused on one nonwestern perspective. Among other emphases, may encompass the interface between intersectional gender studies and: indigeneity; development; colonial pasts and postcolonial presents; international human rights; globalized economic structures; critical approaches to neoliberalism, empire and the nation-state.

3. Sexual and Gendered Pluralities

Explores how practices, identities, behaviors, and representations of diverse sexualities, erotic practices and gendered expressions shape and are shaped by political, cultural, social, religious, and economic practices of societies across time and space. Develops diverse understandings of sexual and transgender expression as they are embedded in racial, ethnic, socioeconomic, geographical, historical and political contexts.

4. Intersectionalities, Institutions and Power

Examines how interlocking systems of power shape the shifting significance of bodies, differences, opportunity, and marginalizations. Offerings may emphasize the significance of overlapping ethnic, racial, ability-based, classed, citizenship, sexual and gendered categories, as well as variations within and beyond them. Courses may also focus on how institutions such as the family, religion, nation-state, law, government, politics, and economics structure diverse gendered and sexualized power relationships.

MINOR

Women's, Gender & Sexuality Studies (WGSS) Minor Requirements:

Six Courses

Core Courses:

WGSS 100

WGSS 200 or 300

Four electives, at least two in two of the four thematic categories

Internship Notation

Final reflective essay

Sexuality Studies (SXST) Minor Requirements:

Six courses

WGSS 208: Introduction to Sexuality Studies

WGSS 200 or 300

Queer Perspectives Requirement – 200- or 300-level

Two electives from the Sexualities and Gendered Pluralities Thematic

One elective from WGSS or another department with WGSS approval

Internship Notation

Final reflective essay

SUGGESTED CURRICULAR FLOW THROUGH THE MAJOR

The WGSS Department encourages study abroad. Early planning makes this possible. The internship may be done while abroad.

The guidelines are written for the entering student who knows he or she wants to major in WGSS. Rather than specify the courses that you “must” have in a given semester, the following are general guidelines regarding courses that we suggest you take during each year. You should think of these guidelines as giving you a fast track into the major – this provides maximum flexibility in your junior and senior year..

First and Sophomore Years

WGSS 100

WGST 200

Two or three electives from among the four thematic categories

Junior Year

WGSS 300

One or two electives from among the four thematic categories, including at least at the 300- or 400-level

Possible internship

Possible study abroad

Senior Year

WGSS 400 (spring semester)

Internship and/or elective(s) as needed

HONORS

A student pursuing honors must enroll for a one semester, Independent Research (WGSS 550) during the Fall of their senior year to develop a project that will be continued in their Senior Seminar. The year-long project will culminate in a well-researched, sophisticated, and clearly written thesis, typically ranging from 50-75 pages.

Students can self-nominate, but will be officially selected based on the department faculty's assessment of the student's academic ability, including their performance in the major. Typically, students pursuing honors will have at least a 3.5 GPA in the major. The selection is also based on the department faculty's assessment of the student's potential for successfully completing the project and the strength of the proposal (see below), which must show strong promise for further development toward a thesis. If the project is accepted, the student should identify an honors committee comprised of three faculty members, including the WGSS 550 advisor and Senior Seminar instructor. Two members of the honors committee must be faculty appointed in WGSS; the third member of the honors committee must be either a faculty member in the department or a WGSS affiliate. In addition, faculty or staff with expertise in the area of the student's project may join the committee in an advisory capacity, without vote.

A student interested in pursuing honors should work with their WGSS advisor or another appropriate WGSS faculty member to start developing a 2-page project proposal with an attached bibliography in the late spring or early summer before their senior year. A final draft that defines the scope, focus and methodology of the preliminary project is due no later than August 15th at the start of the senior year. The 2-page proposal should articulate the project's central research questions and methods, situating them in relationship to central debates, concepts and dilemmas within the WGSS field.

The student will be notified by the first day of classes in the Fall semester whether the proposal has been accepted. If so, the student will enroll in WGSS 550 with the primary advisor with the intention of beginning a year-long research project. If the proposal is not accepted for honors, the student may still seek to enroll in WGSS 550 with the intention of a single-semester independent study.

If accepted, the student will work with their supervisor to refine the project's scope and methods, as well as develop a schedule of readings, research and writing to pursue in the Fall. Pertinent writing assignments potentially may include an annotated bibliography and literature review: the exact parameters will be determined on an individual basis. By the Tuesday prior to Thanksgiving break, the student should have completed a 20-25 page draft of a significant portion of their thesis and have revised their 2-page proposal to reflect the intended trajectory of the project in the Spring semester. The proposal should outline the project's central research questions and methods, situating them in relationship to central debates, concepts and dilemmas within the WGSS field (if these have changed since the proposal was written) and the student's writing goals during the Spring Seminar.

Prior to the final week of classes, the departmental faculty will assess the revised proposal and 20-25 page draft to determine if the project is eligible for continuation as a possible honors thesis during the spring Senior Seminar (WGSS 400). The student will be notified by the end of the Fall semester whether the project is approved to continue in pursuit of honors. If the project is not approved, or if the student chooses to discontinue the project after submitting the 20-25-page paper, the student will receive credit and a grade for the independent study. In consultation with their supervisor, the student will revise the paper so that it is a complete, stand-alone research paper. The final paper will be due during finals week.

If the project is approved, the student will continue the research as part of the Senior Seminar. The Senior Seminar requires all students to complete a 25-page research project. Students pursuing an honors thesis will work in tandem with their Fall independent study advisor and the WGSS 400 instructor to adapt this and other course writing requirements and deadlines to their honors-eligible project. Students are expected to complete all assigned WGSS 400 readings as well as additional relevant projects and smaller papers (except when those smaller papers are related to the individual research projects).

The honors thesis must be completed by two weeks prior to the last class day in the Spring semester of the senior year, so that the student and honors committee members have time to prepare for an oral defense. Only the best projects will be granted honors and completing an honors project does not necessarily mean that honors will be conferred. However, any student who completes the project will receive credit and a grade for the Senior Seminar.

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 students must successfully complete an internship for transcript notation approved by the department chair and the internship office.

COURSES

100 Introduction to Women's, Gender and Sexuality Studies

This course offers an introduction to central concepts, questions and debates in gender and sexuality studies from US, Women of Color, queer and transnational perspectives. Throughout the semester we will explore the construction and maintenance of norms governing sex, gender, and sexuality, with an emphasis on how opportunity and inequality operate through categories of race, ethnicity, class, ability and nationality. After an introduction to some of the main concepts guiding scholarship in the field of feminist studies (the centrality of difference; social and political constructions of gender and sex; representation; privilege and power; intersectionality; globalization; transnationalism), we will consider how power inequalities attached to interlocking categories of difference shape key feminist areas of inquiry, including questions of: work, resource allocation, sexuality, queerness, reproduction, marriage, gendered violence, militarization, consumerism, resistance and community sustainability.

Attributes: Social Sciences (Division II)

101 Topics in Women's, Gender and Sexuality Studies

This course will focus on specific topics within women's, gender and sexuality studies in the arts and humanities.

Attributes: Appropriate for First-Year

102 Topics in Women's, Gender and Sexuality Studies

This course will focus on specific topics within women's, gender and sexuality studies in the social sciences.

Attributes: Appropriate for First-Year, Social Sciences (Division II)

135 Psychology of Women and Gender

See course description with PSYC 135 listing.

Attributes: AMST Struct & Instit Elective, Appropriate for First-Year, PSYC 100-level Group 3, Social Sciences (Division II), US Diversity, WGSS Sexualities/Gendered Plur

200 Feminist Practices, Writing and Research

Building upon the key concepts and modes of inquire introduced in the WGSS Introductory course, WGSS 200 deepens students' understanding of how feminist perspectives on power, experience, and inequality uniquely shape how scholars approach research questions, writing practices, methods and knowledge production. Approaches may include feminist approaches to memoir, oral histories, grassroots and online activism, blogging, visual culture, ethnography, archival research, space, art, literary analysis, and policy studies.

Prerequisite: 100, which can be taken concurrently.

Attributes: Writing in the Discipline

201 Topics in Women's, Gender and Sexuality Studies

This course will focus on specific topics within women's, gender and sexuality studies in the humanities, such as feminist philosophy, literature by women, and gender and sexuality in art.

Attributes: Humanities (Division I A)

202 Topics in Women's, Gender and Sexuality Studies

This course will focus on specific topics within women's, gender and sexuality studies in the social sciences, such as gender and transnationalism, reproductive justice, European feminism, black feminist thought, gender in Africa, Jewish masculinities and gender and politics in social movements.

Attributes: Social Sciences (Division II)

206 Fat Studies

This course introduces students to an emerging academic field, Fat Studies. By drawing from historical, cultural, and social texts, Fat Studies explores the meaning of fatness within the U.S. and also from comparative global perspectives. Students will examine the development of fat stigma and the ways it intersects with gendered, racial, ethnic and class constructions. Not a biomedical study of the "obesity epidemic," this course instead will interrogate the very vocabulary used to describe our current "crisis." Finally, students will become familiar with the wide range of activists whose work has challenged fat stigma and developed alternative models of health and beauty.

This course is cross-listed as AMST 200.

Attributes: Health Studies Elective, Social Sciences (Division II), WGSS Intersect/Instit/Power

208 Introduction to Sexuality Studies

This course explores how practices, identities, behaviors, and representations of sexualities shape and are shaped by political, cultural, social, religious, medical and economic practices of societies across time and space. It will put sexuality at the center of analysis, but will develop understandings of sexuality as they are related to sex, gender, race, ethnicity, socioeconomic class, nationality and geographical location. Students will explore the historical and social processes through which diverse behaviors are and are not designated as sexual. They will then analyze how these designations influence a range of institutional forces and social phenomena. Possible topics include: medicine, environmentalism, colonialism and nation-building, STI and HIV transmission, public health campaigns, art and literary production, visual and popular culture, community development, family structure, human rights frameworks, and law or policy.

Attributes: Comparative Civilizations, Humanities (Division I A), Social Sciences (Division II), US Diversity

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 WGSS or HIST or permission of the instructor.

Attributes: AMST Struct & Instit Elective, WGSS Hist/Theories/Represent

300 Feminist Perspectives and Theories

This course deepens students' understandings of how feminist perspectives situate power and privilege in relationship to interlocking categories of gender, race, class, sexuality, ability and nation. Through foundational

theoretical texts, it expands students' understandings of significant theoretical frameworks that inform women's, gender, critical race and sexuality studies, as well as debates and tensions within them. Frameworks may include political activism, materialist feminism, standpoint epistemologies, critiques of scientific objectivity, intersectionality, postcolonialism, psychoanalysis, queer theory, transnational critique and feminist legal theory. Helps students develop more nuanced understandings of the relationship between everyday experiences, political institutions, forms of resistance and theoretical meaning-making.

Prerequisite: WGSS 100 and 200 or, permission of instructor.

301 Topics in Women's, Gender and Sexuality Studies

This course will focus on specialized topics within Women's, Gender and Sexuality Studies, such as black power, sexuality and prostitution in Haiti, sexuality, gender and sex in religion, gender and sexual identity, consumerism, nationalism and gender and society and the sexes.

Prerequisite: one WGSS course.

302 Topics in Women's, Gender and Sexuality Studies

This course will focus on specific topics within women's, gender and sexuality studies in the social sciences.

Prerequisite: At least one WGSS course; others dependent upon topic.

305 Gender and Sexual Identities

See course description with Psychology 435 listing.

Prerequisites or co-requisite: 200 or PSYC 202 or 211, or permission of the instructor.

Attributes: AMST Struct & Instit Elective, US Diversity, WGSS Sexualities/Gendered Plur

400 Senior Seminar

All topics will draw upon the knowledge of the history and theories of feminism and will be interdisciplinary in nature.

Prerequisite: 100, 200 and 300 or permission of the instructor as well as secondary sources such as biographies and anthropological studies.

Writing Program Curriculum

COURSES

100 U.S. Academic Writing for International Students

Recognizing that different cultures define good writing in different ways, this course introduces international students to American academic writing. Students will learn the qualities of a good thesis, a variety of organizational patterns, the characteristics of sound evidence, the roles of the reader and writer, and issues of word choice and American idioms.

One-half credit. Offered during the summer program for international students.

101 U.S. Culture and Academic Writing for International Students

This course introduces international students to important U.S. cultural conversations while also explaining the forms, conventions, and expectations of U.S. academic writing. Students will read texts from various disciplines, such as sociology, history, and literature, which provide different perspectives on issues of race, ethnicity, and gender. Through class discussion and writing assignments, students will examine some of the diverse identities within the U.S. and will develop a critical understanding of the issues of power and privilege that shape the interaction between dominant and subordinated groups. Also, students will learn about U.S. academic discourse by practicing the research and writing processes and analyzing the choices U.S. writers make in organization and argument. As a result, the course will help international students make the transition to U.S. culture and academic life at Dickinson College. Full credit. Offered every year.

Attributes: Appropriate for First-Year, US Diversity

200 Advanced Critical Thinking and U.S. Academic Writing for International Students

This course offers international students advanced instruction in the rhetoric and writing strategies employed by successful American academic writers. Focusing on a course theme chosen by the instructor, students will delve deeply into a topic over the course of the semester. Students will learn to craft an arguable thesis, develop an original interpretation, create increasingly complex organizational structures, experiment with sentence length and style, and construct a voice as a writer.

Attributes: Writing in the Discipline

211 Topics in Expository Writing

A course in expository prose which focuses on the writing process itself, emphasizing the organization of ideas and development of style. Seminars, group tutorials, or individual instruction.

Attributes: Writing in the Discipline

214 Working with Writers: Theory and Practice

Designed primarily for students who serve as tutors in the Norman M. Eberly Writing Center as well as for future teachers, this course examines how people learn to write from both a theoretical and a hands-on perspective.

Prerequisite: permission of the Director of the Writing Program. This course is cross-listed as ENGL 214.

Attributes: Writing in the Discipline