

Sustainability Courses Dickinson College (Fall 2011)

Listed here are courses offered in fall 2011 that explore social, economic and environmental dimensions of sustainability challenges and solutions. The courses vary in the degree to which sustainability is a focus of study and are classified into two categories. Sustainability Investigations courses, identified by the label *SINV*, engage students in deep and focused study of problems of sustainability as a major emphasis of the course. Sustainability Connections courses, identified by the label *SCON*, engage students in making connections between the main topic of the course and sustainability. Sustainability is related to but is not a major focus of *SCON* courses.

AMST	200	Race and the Body	<i>SCON</i>	This course will explore the relationship between race and the body. In cultural studies, we often think of race as a "social construction." But what does it mean to inhabit a racialized body? What is the relationship between the lived experience and social meaning of racial difference? Taking these questions as starting points, the course will examine ideas of race and the body in several forums: popular culture; medicine and science; law and the history of jurisprudence; politics; and socio-spatial institutions. We will also explore intersectionalities between race and other categories of bodily difference, including: gender, age, able-bodiedness, and weight. Over the course of the term, students will have the opportunity to engage with a variety of interdisciplinary perspectives and source materials.	Megan Glick
ANTH	101-02	Anthropology for the 21st Century	<i>SCON</i>	The primary focus is on cultural anthropology, or the comparative study of human diversity across cultures. Other subfields within anthropology, namely archaeology, biological anthropology, and linguistic anthropology will also contribute perspectives. The goal is to demonstrate how anthropological perspectives enlighten our understanding of contemporary social phenomena and problems, highlighting the relevance of anthropology to everyday lives and especially to issues of human diversity.	Kjell Enge
BIOL	128	Field Natural History	<i>SINV</i>	During the past fifty years, people have become nearly isolated from their natural environment. Fewer farms, urbanization, the expansion of suburbs, air conditioning, mall shopping, posted land, less access to waterways, forgotten victory gardens and a host of other societal changes as created a generation that is suffering from Nature Deficient Disorder. Even the science of Biology has become more concentrated in the cellular and molecular realm than the field sciences. This course will explore the realm of field biology and natural history in the Carlisle area and familiarize students with some of the common forms of life outside the classroom. Being familiar with the organisms that compose ecosystems enables a student to have a better understanding of the principals of ecology. A major emphasis will be placed on sustaining biodiversity in both the local area and more broadly, the United States.	Harold Wingert
BIOL	314	Ecology with Lab	<i>SCON</i>	Study of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature.	BIOL Staff
BIOL	324	Plant Geography and Ecology	<i>SCON</i>	Analysis of factors determining the distribution and abundance of plant species, including study of plant migration patterns today and in the distant past. Lecture includes examples and readings from classic and recent research. Field, laboratory, and greenhouse studies focus on plant demography, plant-animal interactions, plant community structure, competition, soil and water relations, and other topics.	Carol Loeffler
BIOL	401	Chemical Analysis in Chemical Ecology	<i>SCON</i>	Cross-listed w/ CHEM 490	Amy Witter, Tom Arnold
CHEM	490	Chemical Analysis in Chemical Ecology	<i>SCON</i>	Cross-listed w/ BIOL 401	Amy Witter, Tom Arnold
ECON	222	Environmental Economics	<i>SINV</i>	Environmental Economics is the study of human action and its relationship with the natural environment, in particular pollution of the natural environment. In this course we will develop conceptual frameworks for explaining and evaluating the impact of human actions on the environment (and often the subsequent impact on human welfare). In addition to the core neoclassical approach, we will discuss ecological and human health approaches to pollution assessment. We will apply these tools of economic analysis to a variety of pollution problems at the local, national and global levels. We will also discuss the varied roles of economics in environmental policy decisions. Throughout the course potential economic policy measures will be discussed and compared in an open and critical way.	
ENST	131	Intro to Environmental Science: Natural Ecosystems and Human Disruption	<i>SINV</i>	An integrated, interdisciplinary study of natural environmental systems and human impact on them. Basic concepts of ecology, such as biogeochemical materials cycling, energy flow, biotic interactions, and ecosystem regulation will be examined and utilized to study natural resource management, population dynamics, loss of biodiversity, and environmental pollution. Field study, including measurement of parameters in natural aquatic and terrestrial systems, data analysis, and data interpretation will be emphasized.	Brian Pedersen
ENST	218	Introduction to GIS	<i>SCON</i>	This course provides a fundamental foundation of theoretical and applied skills in geographic information systems (GIS) technology that will enable students to investigate and make decisions regarding spatial issues. Utilizing GIS software applications from ESRI, students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The exercises supplement and reinforce the GIS theory and technology concepts introduced through lectures and discussion. The hands-on work will culminate in a final project in which the students design and prepare a GIS analysis application.	James Ciarrocca
ENST	311	Cities, Environment and Health	<i>SINV</i>	Most of the world's population now lives in urban areas. This course will address the impacts and opportunities of cities for both public health and the environment. Particular attention will be given to megacities in the developing world, addressing public health needs, environmental impacts, and possible development paths. We'll consider the consequences of different types of urban design, the history and future of health infrastructure, and the challenges of creating healthy and sustainable cities.	Gregory Howard
ENST	330	Environmental Disruption and Policy Analysis	<i>SINV</i>	This course examines the interrelationships of people with their environments in advanced industrial societies, specifically the science behind regulation and the U.S. regulatory response on air and water pollution, toxic and solid waste management, and workplace hazards. It considers the conflicts and compatibility of economic growth, social justice, and environmental quality under capitalism. Local and extended field trips emphasize the students' analysis and interpretation of social and physical parameters at waste repositories and environmental management facilities.	Michael Heiman
ENST	335	Analysis and Management of the Aquatic Environment	<i>SINV</i>	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.	Candle Wilderman

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ENST	406	Seminar in Advanced Topics in Environmental Studies	SINV	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.	Michael Heiman
ERSC	141	Planet Earth	SCON	A study of plate tectonics with emphasis on ancient and modern geological processes associated with mountain building. The course builds knowledge through field and classroom studies of Appalachian geology, and by comparison of the Appalachians with active mountain belts in South America, Indonesia, and Asia. The course also develops a geologic understanding of the seismic and volcanic hazards associated with mountain building. The overall aim of the course is to illustrate the historical, predictive, and practical aspects of geologic principles and reasoning in scientific and societal contexts.	Adjunct Needed
ERSC	311	Topics in Global Climate Change	SINV	An overview of our present understanding of atmospheric processes and their interaction with the land, oceans and biosphere leading to an in-depth study of ancient climates and climate change in earth history. Topics include the tools used to decipher ancient climate change on various time scales, major climate events such as the ice ages, and the causes of climate change. Past and present knowledge will be used to explore the potential for future climate change and its socioeconomic and political implications. The laboratory component will use climate data and field experiences to interpret climate change over the past 3 billion years in the context of earth materials and plate tectonics.	Jeffrey Niemitz
FYS	1	Alternative Realities of Dystopian Futures	SCON	This course examines the science fiction genre as a way of understanding alternate futures that explore a number of issues in contemporary society and reveal the ways that we make sense of our current world in our everyday lives. How do these dystopian visions reflect our current anxieties about issues such as our dependence on technology, experiments with genetic engineering, widespread environmental devastation, poverty, reproductive rights, racism and sexism? What do these alternate realities and potential futures reveal about human nature, the ways we build our societies and how we structure our relationships within them? This seminar will analyze various media forms including novels, short stories and films, and ground them in the particular historical, political and economic context in which they were written. We will be taking "science fiction" seriously as a way to explore "serious" matters in contemporary culture.	Helene Lee
FYS	2	American Cities: Past, Present and Future	SINV	70% percent of the U.S. population and 50% of the world population live in urban areas. The urbanization of the U.S. and world populations is expected to increase in coming decades, posing both challenges and opportunities for the creation of environmentally sustainable communities that promote creativity, social connection, economic opportunity and physical and mental health. This course will examine U.S. cities through multiple disciplines: history, art history, sociology, community psychology and environmental studies. The course will address such questions as: How and why did cities develop in the U.S.? Is urban poverty unique from other forms of poverty? How does urban living affect lifespan development? Are cities needed for artistic innovation? Is gentrification a good or bad thing? Can better building/neighborhood design make better people? Are cities the new sustainable future? The final section of the course will involve using what we have learned about cities to develop a plan for the revitalization of depopulating cities such as Detroit and Flint Michigan.	Sharon Kingston
FYS	7	Discerning Fact from Fallacy in Nature and Medicine	SCON	Scientific information comes to us from many sources, including the media, friends and associates, doctors, teachers, books and articles, web sites, documentaries, and the like. Often the information conflicts, and the consequences of the conflicts can be puzzling, expensive, or even life-threatening to individuals. Using nature and health as our general topic areas, in this seminar we will ask how can one sort out good information from false or misleading information, how good information is gathered, and how (ideally) information should be presented to the general public. We will begin with select examples of studies in behavior, ecology, and human impacts on wild and domestic animals, in order to establish the nature of good vs. bad science and to look at the ways that scientific information is disseminated. We will then move to controversial issues in human health, such as the validity of claims for herbal medicine. We will cover some simple experimental design and data analysis techniques to establish a firm basis for evaluating the validity of scientific information. Field trip options on certain Saturdays or Sundays will allow opportunities to hike the local area and see natural phenomena relevant to the class, such as effects of white-tailed deer overpopulation and distributions of medicinally valuable wild plants.	Carol Loeffler
FYS	10	Environmental Ethics and the End of the World	SINV	A great deal of literature, and particularly science fiction, concerns itself with the end of the world. This catastrophe may be the result of a nuclear war, or an environmental disaster, but it is almost always brought on humanity by its own actions. From nuclear terrorism, to the spectre of global warming, to the end of the Mayan calendar in 2012, we are still buffeted today by warnings about the apocalypse. In this seminar, we will consider what lessons we can learn from the previously imagined ends of the world. Is the apocalypse a result of technological change, or the inevitable product of human nature? Who is lost when the world ends, and who is saved? We will consider specific examples of political apocalypse (nuclear war), environmental apocalypse (global warming; Malthusian catastrophe), as well as the slow decline of society into a dystopia. Most importantly, at its root, the apocalyptic story is a cautionary tale, and we will consider the consequences of these lessons for our own actions. For example, both global climate change and nuclear war can be seen as the result of the cumulative choices (environmental or political) of entire societies. With these examples in mind, in what ways do our personal choices really affect other people in the world? To what extent are we responsible for these effects of our choices on others? How can we act together to build an ethical culture -- one, hopefully, that will avoid an apocalypse?	Gregory Howard
FYS	14	From Genesis to Metropolis: The Image of the City in Western Civilization	SCON	This course aims to provide students with an understanding of urban centers, and attitudes towards them and the people who live in them. Students will analyze the image of the city from a variety of perspectives (visual, literary, musical) to address why it continues to grip much of modern thought. It will consider ideal cities and utopias (Paradise, New Jerusalem), real cities (New York, London, Florence, Venice, etc.), cities of the dead, cities of evil (Babylon), the mythic origins of cities (Aeneid), cities of the future (City of Tomorrow), literary cities (City of Ladies, Invisible Cities), dystopia (Metropolis), suburbs and the garden city, among others. Students will examine the dynamic polarity between the built environment and nature, cities and sustainability, and how people shape cities and how cities shape people.	Phillip Earenfight
FYS	16	Globalization, Sustainability and Security	SINV	Over the past two decades, the nature of international relations and the structure of the international system have changed, an evolution associated with the process of globalization. Furthermore, the people of the world have become increasingly interdependent, a state of affairs that these days is often linked to concerns about sustainability. In this course, we will explore the way those developments have influenced the thinking of experts who study challenges to the national security interests of the United States. We will also examine the strategies that have been formulated and implemented by national security professionals in response to those perceived challenges.	Michael Fratantuono
FYS	28	Recreation in Carlisle and Surroundings	SCON	Carlisle and the surrounding communities in the Cumberland Valley provide a multitude of activities for residents to experience when not working, ranging from nature preserves to working out in local gymnasiums. This seminar will explore what the people of Carlisle are doing for recreation, why they are participating in these activities, and what are the perceived benefits for them and their families. Each student will become an expert in a specific activity by doing extensive library research on its origins and development, visit recreational sites and interview the people who participate in the activities. For example, a student may be interested in wildlife or the preservation of natural areas and chose the Audubon Society as an institution to be studied. Becoming an expert will involve talking with members and visiting sites such as the Hawk Watch at Waggoner's Gap. Another example would be examining the local auto racetracks and the people who race as well as those who come to watch. Yet another would be a student interested in the multiple activities carried by the very active Carlisle YMCA; the possibilities are virtually endless, limited only by one's personal interest. The information collected by the students will include written materials, photographs, video/sound recording. Student presentations to the class during the semester will incorporate these multimedia sources.	Kjell Enge

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FYS	35	The End of Oil	SYNV	This seminar will focus on when we will run out of oil and the resulting societal implications of our unsustainable natural resource exploitation. We will address topics such as how much oil we have used, how much is left, and where it will be discovered. Are there technical solutions or will we be required to change our lifestyles? What alternative energy sources are available in the short and long term (e.g., natural gas, coal, wind, solar, nuclear, etc.)? And finally, what are the economic and political implications of the peak in oil production?	Marcus Key
HEST	400	Senior Seminar in Health Studies	SCON	The Senior Seminar in Health Studies is an interdisciplinary, topics driven course, with specific foci dependent upon the specialization(s) of the instructor. 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).	John Henson
HIST	206	American Environmental History	SCON	Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North American environment from the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement.	HIST Staff
HIST	373	Ecological History of Africa	SCON	This course provides an introduction to the ecological history of Africa. We will focus in some detail on demography, the domestication of crops and animals, climate, the spread of New World crops (maize, cassava, cocoa), and disease environments from the earliest times to the present. Central to our study will be the idea that Africa's landscapes are the product of human action. Therefore, we will examine case studies of how people have interacted with their environments. African ecology has long been affected indirectly by decisions made at a global scale. Thus we will explore Africa's engagement with imperialism and colonization and the global economy in the twentieth century. The course ends with an examination of contemporary tensions between conservation and economic development.	Jeremy Ball
HIST	377	Consumerism, Nationalism and Gender	SCON	This reading seminar examines the development of consumerism and nationalism in Europe and America beginning in the late 18th century and continuing on into the post-WWII era, from American Revolutionary boycotts to French fast food establishments. We will look for overlaps or polarities between the movements and the way gender interacted with both of them. Students may be surprised at the gendered aspects of both movements. We will consider, for example, the historical development of the image of women loving to shop, and we will study propaganda from the two world wars with men in uniform and women on the "home front." Our readings will include both promoters and critics of each movement. Cross-listed with WGST 377.	Regina Sweeney
INBM	100	Fundamentals of Business	SCON	This course features an introductory focus on a wide range of business subjects including the following: business in a global environment; forms of business ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making; ethics; marketing; accounting; management information systems; human resources; finance; business law; taxation; uses of the internet in business; and how all of the above are integrated into running a successful business. You will learn how a company gets ideas, develops products, raises money, makes its products, sells them and accounts for the money earned and spent 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.	David Sarcone
INBM	200	Global Economy	SCON	Concentration upon strategies pursued by nation states in their interaction with international business enterprises and nongovernmental organizations. Students will work from an interdisciplinary perspective, with case studies of episodes in U.S. economic history and of selected countries from Africa, Asia, Europe and Latin America. To facilitate their analysis, students will study concepts drawn from trade theory, commercial and industrial policy, balance of payments accounting, exchange rate determination, and open-economy macroeconomics. As such, the course will draw heavily from the introductory economics courses. This approach will help develop an appreciation for the complex environment in which both political leaders and corporate managers operate.	Michael Frantantuono
INBM	400-02	Seminar in International Business Policy and Strategy	SCON	This capstone course focuses on the challenges associated with formulating strategy in multinational organizations. The course will examine multinational business decisions from the perspective of top managers who must develop strategies, deploy resources, and guide organizations that compete in a global environment. Major topics include foreign market entry strategies, motivation and challenges of internationalization, the analysis of international industries, building competitive advantage in global industries, and the role of the country manager. Case studies will be used to increase the student's understanding of the complexities of managing international business operations.	David Sarcone
JDST	316	Jews and Food	SCON		Ted Merwin
PHIL	113	Environment, Culture and Values	SYNV	The goal of this class is to explore the ethical dimensions of human interactions with the non-human environment. To that end, we will examine recent work in environmental ethics and philosophy, we will explore their implications on relevant ethical and policy issues, and in so doing, we will learn how to think clearly and systematically about the rights and wrongs of human activity in the non-human natural world. Cross-listed with ENST 111.	Susan Feldman
PHYS	114	Climate Change and Renewable Energy	SYNV	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 converters, and photovoltaic systems.	Hans Pfister
PMGT	401	Senior Seminar in Policy Management	SCON	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.	James Hoefler
POSC	120-04	American Government	SCON	A basic introductory course in American federal government which emphasizes its structure and operation. Special attention is given to the executive, legislative, and judicial processes.	Vanessa Tyson
POSC	246	The Legislative Process	SCON	An analysis of the legislative branch of government, especially Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary.	Vanessa Tyson
POSC	256	The City	SCON	An introduction to urban politics from a broadly comparative vantage point. Topics include the socioeconomic and cultural bases of city politics, power struggles and policy making within urban political arenas, and the relationship between urbanization and political development.	David Strand

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PSYC	140	Social Psychology	SCON	In this introduction to psychological aspects of human social behavior, we discuss such topics as the relationship between attitudes and behavior, how people judge one another, interpersonal and group influence processes, and relations between individuals and groups, with strong emphasis on real-world applications. We also introduce scientific methods and formal theories for studying social behavior.	James Skelton
PSYC	375	Research Methods in Community Psychology	SCON	This course will emphasize gaining advanced knowledge and skills in the research methodologies of community psychology, answering the question: How does community psychology seek to scientifically understand relationships between environmental conditions and the development of health and well-being of all members of a community? Students will gain and practice skills in consultation and evaluation of programs to facilitate psychological competence and empowerment, and prevent disorder. Specifically, students will: (a) consider ways to assess and be responsive to the needs of people from marginalized populations with diverse socio-cultural, educational, and ethnic backgrounds; (b) become familiar with innovative programs and practices geared towards prevention and empowerment of disenfranchised groups; (c) apply learning (of theory and research strategies) to a problem in the community; and (d) develop skills in collaborating with Carlisle-area community members in identifying, designing, implementing, and interpreting community-based research.	Sharon Kingston
RELG	101	What is Religion?	SCON	The course introduces students to methods in the study of religion and to major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam. The approach in the course is comparative and interdisciplinary.	Mara Donaldson
RELG	215	Jewish Environmental Ethics	SINV	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 theorists assert that the biblical heritage shared by these two western 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 texts, rabbinic commentary, classical liturgy and modern writings. Emphasizing the way "land" figures as an important theme in classical Jewish theology, history and ritual practice, we will also examine the ways in which this motif is re-conceptualized in modern, secular contexts (ie, Zionism and the kibbutz movement, neo-pastoralism in the Eco-Kosher movement, etc.). In addition to texts focused specifically on "Judeo-Christian" traditions, our study will include other classic works of Environmental ethics foundational to the field of Environmental studies. In an effort to move beyond the texts, we will extend our work outside the classroom through a partnership with several Jewish institutions and agencies in the Harrisburg area to explore contemporary environmental advocacy through a semester-long community based research project. Cross-listed with JDST 215 and ENST 215.	Andrea Lieber
RELG	311	Buddhism and the Environment	SINV	Buddhism says that if we look deeply, we will see that we make a subtle but powerful error in our perception of the world. We consider things and persons to have a much higher degree of substance and independence than they actually have. This is a serious error, for seeing ourselves as separate from the world is not only incorrect but leads to most of the suffering we experience—anxiety, envy, anger, frustration—and to greed and hatred, which causes suffering for others as well. Buddhists think that meditation either on the lack of substance of things and people or upon their interdependence with us liberates us from acquisitiveness and makes us sensitive to the effects the pursuit of our desires have upon other people and things, which we no longer see as separate from ourselves. Thus, although protection of the environment is not per se a Buddhist goal, it is a by-product of the development of insight and development of virtue. Moreover, mindfulness of such activities as pollution and consumption can simultaneously be a profound spiritual practice and lead to environmental protection.	Daniel Cozort
RUSS	248	Russia, the Environment and the Natural Sciences	SINV	Although the territory of the Russian Federation contains some of the world's largest supplies of natural resources (e.g. the most voluminous freshwater lake; the most square miles of forest), Russo-Soviet history also boasts an long list of environmental disasters and mismanagements, including widespread nuclear and chemical contamination, unsuccessful forced-labor canal projects, and attempts to reverse the flow of Russia's Northern rivers to the south. Yet, perhaps paradoxically, the environment and the natural sciences have played pivotal roles in the Russian cultural imagination of the past two centuries, with "the scientist" and "the naturalist" emerging as key figures in the history of literature, criticism, film, and underground culture. Furthermore, despite its embarrassing environmental record, Russian writers have long advocated a holistic, organic approach to life that is in many ways compatible with contemporary debates on sustainability and conservation. In particular, we will look at Leo Tolstoy's writings on minimal environmental impact, vegetarianism, independent farming, and pacifism (which would go on to influence Gandhi). Our analysis of these texts and ideas will be paired with trips to the Dickinson College farm, where we will put Tolstoy's approaches to the land—both on the pages of his novels and in his own life—into practice. Taught in English. Cross-listed with ENST 311.	Alyssa DeBlasio
SOCI	110	Social Analysis	SCON	Selected topics in the empirical study of the ways in which people's character and life choices are affected by variations in the organization of their society and of the activities by which social arrangements varying in their adequacy to human needs are perpetuated or changed.	J Daniel Schubert
SOCI	313	Fieldwork Practicum	SCON	This course will focus on specialized topics within Sociology, such as Women and Health, Cuban Society and Economy.	Susan Rose
SUST	330	Global Environmental Challenges and Governance	SINV	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. Cross-listed with ENST 230.	Neil Leary
WGST	200	Introduction to Women's and Gender Studies	SCON	This is an interdisciplinary course, integrating literature, economics, sociology, psychology, history, anthropology, and geography. This course will focus on historical and contemporary representations of women. It will also examine the varied experiences of women, with attention to the gendered dynamics of family, work, sexuality, race, religion, socioeconomic class, labor, and feminism.	Susannah Bartlow
WGST	400	Senior Seminar in Women's and Gender Studies	SCON	All topics will draw upon the knowledge of the history and theories of feminism and will be interdisciplinary in nature.	Amy Farrell