# Dickinson College | Sustainability Courses | Fall 2014

Listed here are Sustainability designated courses offered Fall 2014 that explore social, economic and environmental dimensions of sustainability challenges and solutions. The courses vary in the degree to which sustainability is a focus of study and are classified into two categories. Sustainability Investigations courses, identified by the label SINV, engage students in a deep and focused study of problems with sustainability as a major emphasis of the course. Sustainability Connections courses, identified by the label SCON, engage students in making connections between the main topic of the course and sustainability. Sustainability is related to but is not a major focus of SCON courses. In Fall 2014, 34 unique Sustainability Connections and 26 unique Sustainability Investigation courses were offered by 24 different departments. Many of these courses offer multiple sections. Total sections: Sustainability Connections = 43 and Sustainability Investigations = 30.

| DEPT | COURSE # | TITLE | DESIGNATION | DESCRIPTION | INSTRUCTOR | DIVISION |
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| ANTH | 100 | **Introduction to Biological Anthropology** | *SCON* | This course provides a comprehensive introduction to the field of biological anthropology. We will examine the development of evolutionary theory. We will then apply evolutionary theory to understand principles of inheritance, familial and population genetics in humans, human biological diversity and adaptations to different environments, behavioral and ecological diversity in nonhuman primates, and the analysis of the human skeleton and fossil record to understand the origin and evolution of the human family. | Karen Weinstein | 2 |
| ANTH | 101 | **Anthropology for the 21st Century** | *SCON* | The primary focus is on cultural anthropology, or the comparative study of human diversity across cultures. Other subfields within anthropology, namely archaeology, biological anthropology, and linguistic anthropology will also contribute perspectives. The goal is to demonstrate how anthropological perspectives enlighten our understanding of contemporary social phenomena and problems, highlighting the relevance of anthropology to everyday lives and especially to issues of human diversity. | Kjell Enge | 2 |
| ANTH | 110 | **Archaeology and World Prehistory** | *SCON* | Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world. Cross-listed as ANTH 110 and ARCH 110. | Maria Bruno | 2 |
| ANTH | 214 | **Ecological Anthropology** | *SCON* | The "environment" has become an increasingly important part of anthropological explanations. Although human societies try dominating and controlling their surroundings, they are really a part of a complex set of interactions involving energy flows, power, technology, social organization, and ritual behavior. As a result, humans are affected by their physical and social surroundings in many, often unanticipated, ways. Our objective is to examine the scope of this expanding and important sub discipline of anthropology, understand the relevance to many of our current concerns, and take a critical look into the future. Particular emphasis will be placed on how climate change affects human societies, how humans perceive changes and how they are responding to these changes. | Kjell Enge | 2 |
| ANTH | 262 | **South American Archaeology** | *SCON* | This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed as ANTH 262, ARCH 262 and LALC 262. | Maria Bruno | 2 |
| ANTH | 229 | **Principles of Human Variation and Adaptation** | *SCON* | This course provides an anthropological perspective for understanding modern human biological variation. Throughout this course, we apply evolutionary theory and ecological and biocultural frameworks to understand biological diversity in living human populations. First, we examine principles of inheritance and human genetic variation. We then explore human biological adaptations to various environmental stressors, including climate, altitude, sunlight, infectious and chronic diseases, nutrition and diet, and political economy. We view human responses to stress across the life cycle via various physiologic and organ systems and how these responses vary across populations. Our exploration of human biological variation embraces the important notion that traditional racial categories have no true biological meaning. We approach these topics through lectures, discussions of assigned readings, laboratory and ethnographic exercises, and films. | Karen Weinstein | 2 |
| ARCH | 218 | **Geographic Information Systems** | *SINV* | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed as ARCH 218, ENST 218 and ERSC 218. | Jim Ciarrocca | Interdisciplinary |
| ARCH | 262 | **South American Archaeology** | *SCON* | This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed as ANTH 262, ARCH 262 and LALC 262. | Maria Bruno | Interdisciplinary |
| ARCH | 110 | **Archaeology and World Prehistory** | *SCON* | Archaeology is the primary means by which we decipher human prehistory. Using archaeology as a guide we will start with the origins of culture from its rudimentary beginnings nearly 4 million years ago, follow the migrations of hunters and gatherers, explore the first farming villages and eventually survey the complex urban civilizations of the Old and New Worlds. We will examine the development of technology, economic and social organization through the lens of archaeological techniques and discoveries throughout the world. Cross-listed as ANTH 110 and ARCH 110. | Maria Bruno | 2 |

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| BIOL | 126 | **Infectious Disease vs. Immune Defense** | *SCON* | Given the variety and virulence of the hundreds of pathogens we are exposed to every day, it seems miraculous that any of us survives into adulthood. This course will consider the biology of pathogens and the immunological defense systems which help counteract them. Both a human-based and comparative approach will be employed. Lecture, discussion and lab segments will emphasize the application of knowledge, the interpretation of scientific and popular information, and the demystification of disease and immunity. Students finishing this course should have a new found appreciation of the molecular, genetic and cellular mechanisms underlying disease and defense. Three hours classroom and three hours laboratory a week. | John Henson | 3 |
| BIOL | 129 | **Changing Ocean Ecosystem w/Lab** | *SINV* | An introduction to the biology of marine communities, including salt marshes and mangroves, intertidal zones, reefs, and deep-sea vents, among others. For each community, the physical characteristics of the environment as well as the physiological adaptations of the resident species will be examined. We will also focus on how marine communities are changing in response to anthropogenic stresses in light of concepts such as diversity indexes, keystone species, and disturbance theory. Selected readings from the primary literature and the popular press are required. Laboratory projects will emphasize experimental design and hypothesis testing. | Michael Potthoff | 3 |
| BIOL | 314 | **Ecology w/ Lab** | *SINV* | Study of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature. Six hours classroom a week. Cross-listed as BIOL 314 and ENST 314. | Scott Boback | 3 |
| BIOL | 320 | **Forest Ecology & Applications** | *SCON* | An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. Three hours lecture and four hours laboratory each week. Cross-listed as BIOL 320 and ENST 340. | Brian Pedersen | 3 |
| BIOL | 325 | **Plant Physiology w/Lab** | *SINV* | A study of plant structure and function, with emphasis on the flowering plants. Includes plant cells and organelles, mineral nutrition, translocation processes, and hormonal regulation of growth, development, and reproduction. Biochemical and environmental aspects of photosynthesis are emphasized. | Tom Arnold | 3 |
| BIOL | 401 | **Eurasian Invasion, The Columbian Exchange: Biology That Changed the World** | *SINV* | Beginning in 1492 there has been an exchange of all levels of fauna and flora across the globe. This exchange is known as the Columbian Exchange. The biological consequences of this exchange have been dramatic and all ecosystems on this globe have been altered. Today there exists two Europes, two Africas and two Asias as a result of this exchange of species. One of each exists in the original geographic location and the other in the United States. This course will explore the impact of invasive species on the ecosystems in Central Pennsylvania and to a lesser extent the rest of the United States and the World. This is a field based course. Students will visit local examples of invasive damage, local labs and meet scientists that manage invasive species. Students will also discover the controversies surrounding the purposeful introduction of many species that have become important parts of our local ecosystems. Cross-listed and BIOL 401 and ENST 310. | Gene Wingert | 3 |
| EASN | 205 | **Chinese Approaches to the Environment, Traditional to Contemporary** | *SCON* | This course explores how the Chinese view the environment, from literature 3,000 years ago, Daosit philosophy, Neo-Confucianism, the works of Zen artists and theory of Chinese medicine to the modern era, serious ecological and environmental problems depicted by contemporary writers. | Rae Yang | Interdisciplinary |
| EASN | 206 | **Looking Across the Pacific: Japanese and American Environmental History** | *SINV* | Cultural comparison can be a powerful tool to get us to question our assumptions and to make the familiar seem unfamiliar. With this in mind, this class juxtaposes the environmental histories of the United States and Japan, highlighting radical differences, unexpected similarities, and transpacific connections. Separate units will question each culture's definitions of "nature," examine different relationships with "indigenous cultures," compare energy strategies, with a particular focus on the Three Mile Island and Fukushima disasters, and finally examine how these cultures have influenced each other through the exchange of organisms and ideas. Cross-listed as EASN 206, ENST 311 and HIST 211. | Emily Pawley | 2 |
| EASN | 305 | **Nature and the Environment in Japanese Literature and Film** | *SCON* | This course explores the relationship between humanity and nature in Japanese literature and film. Though we will draw from earlier examples, the majority of the course will be focused on the modern era (post 1868). Some topics for exploration include: the role of animals in Japanese culture, nature as a reflection of the self, natural and industrial disasters, and nature in the imagination. As we move through the class, we will also work to understand "ecocriticism" as an approach to cultural texts in relation to the science of ecology. As a writing intensive course, we will learn to apply ecocritical methods to examine poetry, fiction, non-fiction and film to create analytical essays. | Alex Bates | Interdisciplinary |
| ECON | 111 | **Introduction to Microeconomics** | *SCON* | A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon consumer demand and upon the output and pricing decisions of business firms. The implications of actions taken by these decision-makers, operating within various market structures, upon the allocation of resources and the distribution of income are examined. Special attention is given to the sociopolitical environment within which economic decisions are made. | Nicky Tynan | 2 |
| ECON | 222 | **Environmental Economics** | *SCON* | A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. Cross-listed as ECON 222 and ENST 222. | Tony Underwood | 2 |
| ECON | 288 | **Contending Economic Perspectives** | *SCON* | A study of heterodox economic theories including radical, post-Keynesian, institutional, steady state, and neo-Austrian economics. The historical evolution of these different perspectives is traced and the core theory and methods of each is appraised. | Ebru Kongar | 2 |

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| ENGL | 101 | **American Nature Writing: Environment, Cultures, and Values** | *SINV* | Perhaps no genre of literature is as uniquely American as American nature writing. No genre can tell us as much about our environment, environmental culture, and the values that derive from and depend upon our natural environment. We will also work to define "nature" and to understand the complex connections between humans and the nonhuman environment they inhabit. Our guides will be Henry David Thoreau, Aldo Leopold, Edward Abbey, Annie Dillard, Terry Tempest Williams, Bill McKibben, and others. The course will be a study of metaphor, poetic and prose styles, and the link between literary and naturalistic observation. Our texts will be literary; our contexts will be environmental, cultural, and ethically ecological. Are humans a part of the natural environment? Do we see ourselves as distinct from nature? Is our environment beautiful and benign (sunsets, daffodils, puffins) or ugly and destructive (hurricanes, cancer, death)? We will examine the current importance (as well as the controversial aspects) of evolutionary ideas, and we will emphasize the role played by literature in the development of our own environmental assumptions and values. Two essays and a final exam. Cross-listed as ENGL 101 and ENST 111. | B. Ashton Nichols | 1 |
| ENGL | 212 | **Writing About Natural History** | *SINV* | This course is designed to improve your skills as a writer of expository prose by emphasizing the genre of nature writing. We will concentrate on a variety of writing problems and techniques, emphasizing specific skills necessary to a wide range of writing tasks: description, summary, narration, argumentation, analysis, and interpretation. In all cases, our focus will be on the natural world and human connections to that world. Discussions of essay reading assignments will be supplemented by workshop sessions and individual tutorials. Students will have the opportunity to critique work by their classmates and to compare their own essays to works by nature writers of the past two centuries. The course aims to concentrate your attention on the precise stylistic details that lead to effective writing. Cross-listed as ENGL 212 and WRPG 211. | B. Ashton Nichols | 1 |
| ENST | 111 | **American Nature Writing: Environment, Cultures, and Values** | *SINV* | Perhaps no genre of literature is as uniquely American as American nature writing. No genre can tell us as much about our environment, environmental culture, and the values that derive from and depend upon our natural environment. We will also work to define "nature" and to understand the complex connections between humans and the nonhuman environment they inhabit. Our guides will be Henry David Thoreau, Aldo Leopold, Edward Abbey, Annie Dillard, Terry Tempest Williams, Bill McKibben, and others. The course will be a study of metaphor, poetic and prose styles, and the link between literary and naturalistic observation. Our texts will be literary; our contexts will be environmental, cultural, and ethically ecological. Are humans a part of the natural environment? Do we see ourselves as distinct from nature? Is our environment beautiful and benign (sunsets, daffodils, puffins) or ugly and destructive (hurricanes, cancer, death)? We will examine the current importance (as well as the controversial aspects) of evolutionary ideas, and we will emphasize the role played by literature in the development of our own environmental assumptions and values. Two essays and a final exam. Cross-listed as ENGL 101 and ENST 111. | B. Ashton Nichols | 1 |
| ENST | 131 | **Introduction to Environmental Science: Natural Ecosystems and Human Disruption** | *SINV* | An integrated, interdisciplinary study of natural environmental systems and human impact on them. Basic concepts of ecology, such as biogeochemical materials cycling, energy flow, biotic interactions, and ecosystem regulation will be examined and utilized to study natural resource management, population dynamics, loss of biodiversity, and environmental pollution. Field study, including measurement of parameters in natural aquatic and terrestrial systems, data analysis, and data interpretation will be emphasized. | Kristin Strock | 2 |
| ENST | 151 | **History of Environment** | *SINV* | Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resources frontiers, and diverse perceptions of nature. This course is cross-listed as ENST 151 and HIST 151. | Emily Pawley | 2 |
| ENST | 218 | **Geographic Information Systems** | *SINV* | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed as ARCH 218, ENST 218 and ERSC 218. | Jim Ciarrocca | 2 |
| ENST | 222 | **Environmental Economics** | *SCON* | A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. Cross-listed as ECON 222 and ENST 222. | Tony Underwood | 2 |
| ENST | 310 | **Eurasian Invasion, The Columbian Exchange: Biology That Changed the World** | *SINV* | Beginning in 1492 there has been an exchange of all levels of fauna and flora across the globe. This exchange is known as the Columbian Exchange. The biological consequences of this exchange have been dramatic and all ecosystems on this globe have been altered. Today there exists two Europes, two Africas and two Asias as a result of this exchange of species. One of each exists in the original geographic location and the other in the United States. This course will explore the impact of invasive species on the ecosystems in Central Pennsylvania and to a lesser extent the rest of the United States and the World. This is a field based course. Students will visit local examples of invasive damage, local labs and meet scientists that manage invasive species. Students will also discover the controversies surrounding the purposeful introduction of many species that have become important parts of our local ecosystems. Cross-listed and BIOL 401 and ENST 310. | Gene Wingert | 3 |
| ENST | 311 | **Buddhism & the Environment** | *SINV* | Although protection of the environment is not a Buddhist goal per se, it is involved in the quest for enlightenment. The course will apply the Buddhist perspective to questions about the relations between humans and the rest of nature, to specific environmental problems, to the tradeoffs between human good and protection of other species, and to consumption and consumerism. Cross-listed as ENST 311 and RELG 311. | Daniel Cozort | 1 |

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| ENST | 311 | **Cities, Environment and Health** | *SINV* | Most of the world's population now lives in urban areas. This course will address the impacts and opportunities of cities for both public health and the environment. Particular attention will be given to megacities in the developing world, addressing public health needs, environmental impacts, and possible development paths. We'll consider the consequences of different types of urban design, the history and future of health infrastructure, and the challenges of creating healthy and sustainable cities. | Greg Howard | 2 |
| ENST | 311 | **Environmental Activism** | *SINV* | This course explores how a range of actors engage in activism to contest environmental harm. Through in depth analysis of activism, the opportunities and challenges associated with environmental protest are reviewed. Course material and exercises encourage students to explore how narratives of environmental protest reflect and respond to how people use and experience natural resources, and how cultural norms and expectations provide particular terrains to encourage or discourage environmental activism. Drawing from national and international examples, diverse means and methods of environmental activism are reviewed including: blogs, Geographic Information Systems (GIS), online petitions, litigation, street rallies, and shareholder activism. | Heather Bedi | 2 |
| ENST | 311 | **Environment & Society** | *SINV* | Margaret Mead famously warned, "we won't have a society if we destroy the environment". This course aims to understand how society is intimately dependent on natural resources, and how human actions alter the environment. The class serves as a gateway for students to gain qualitative skills necessary to analyze social and environmental issues through problem identification, assessment of challenges, solution review, and the formation of an argument based on evidence. These skills will be learned through analysis of the human implications of contemporary environmental challenges including: climate change, hydraulic fracturing, and food justice. | Heather Bedi | 2 |
| ENST | 311 | **Food and American Environment** | *SINV* | This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross-listed as ENST 311 and HIST 211. | Emily Pawley | 2 |
| ENST | 311 | **Global Environmental Challenges and Governance** | *SINV* | Climate change poses significant challenges for attaining sustainable development goals. It is global in its causes and consequences, but responsibilities for causing climate change, vulnerability to its effects, and capabilities for acting to reduce the risks differ for different nation states and other actors. Meaningful action to slow or stop climate change is beyond the means of individual nations, and international institutions have been created to negotiate, mobilize and oversee cooperation to mitigate and adapt to climate change. Taking an interdisciplinary approach, we will examine the processes, politics, ethics and effectiveness of these governance institutions and the roles of different actors in the governance of climate change. We will explore the demographic, social and economic drivers of global climate change; the dangers it poses to ecological systems, human wellbeing, and sustainable development; and policy options for responding to the dangers. Our explorations will result in students being able to articulate the perspectives of key stakeholders on important issues in the governance of global climate change and critically analyze the performance of international environmental governance institutions. Cross-listed as ENST 311, INST 290 and SUST 330. | Neil Leary | Interdisciplinary |
| ENST | 311 | **Looking Across the Pacific: Japanese and American Environmental History** | *SINV* | Cultural comparison can be a powerful tool to get us to question our assumptions and to make the familiar seem unfamiliar. With this in mind, this class juxtaposes the environmental histories of the United States and Japan, highlighting radical differences, unexpected similarities, and transpacific connections. Separate units will question each culture's definitions of "nature," examine different relationships with "indigenous cultures," compare energy strategies, with a particular focus on the Three Mile Island and Fukushima disasters, and finally examine how these cultures have influenced each other through the exchange of organisms and ideas. Cross-listed as EASN 206, ENST 311 and HIST 211. | Emily Pawley | 2 |
| ENST | 311 | **The Environment, Conflict and Peace** | *SCON* | Despite the fact that most of the world's seven billion people are living longer, consuming more and getting better educated, many people on the planet have paradoxically become much less secure due to the scale of consumption and pollution in today's carbon-based societies. Global environmental changes – deforestation, losses of biodiversity, land degradation, the depletion of fish stocks, water pollution and scarcity, toxic contamination and climate change -- are felt worldwide and the sites of resource consumption are located a world away the sites of resource extraction. This course examines the two most prominent ways in which global environmental change undermines human security. First, we will focus on how environmental change may induce conflict because violent conflict is a powerful source of human insecurity. Second, we will examine the ways in which environmental change undermines human security by putting at risk people's basic needs, human rights and the things they value in order to lead dignified lives. Examining the links between environmental change and human security allows us to examine questions of human vulnerability, the dynamics of conflict, cooperation and peace, equity and justice and sustainable development. The class will engage with academic debates in the field along with practical, policy relevant information. Cross-listed as ENST 311 and INST 290. | Michael Beevers | 2 |
| ENST | 314 | **Ecology w/Lab** | *SINV* | Study of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature. Six hours classroom a week. Cross-listed as BIOL 314 and ENST 314. | Scott Boback | 3 |
| ENST | 340 | **Forest Ecology & Applications** | *SCON* | An exploration of the structure and function of forests with a focus on trees. Levels of organization from organs to the biosphere are considered. A set of topics, such as leaf-atmosphere interactions, whole-tree physiology, stand dynamics, energy flows, and biogeochemical cycles are examined in depth. The effects of human interventions in forests are considered as these provide insights into the processes operating within forests. The course includes quantitative analysis and a substantial field component. Three hours lecture and four hours laboratory each week. Cross-listed as BIOL 320 and ENST 340. | Brian Pedersen | 3 |

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| ENST | 406 | **Understanding the Human Place in Nature: An Interdisciplinary Approach** | *SCON* | This seminar course explores in-depth the complex interactions between humans and the natural world through multiple and overlapping disciplines and viewpoints. We will reflect on what we mean by the environment and nature, and explore how these powerful concepts and understandings have evolved and been given significance through science, religion, philosophy, history, ethics, culture, politics, race and gender. The course engages critically with topics that lie at the heart of current environmental debates, and provides for understanding on issues ranging from wilderness and species protection and rainforest "destruction" to social justice, policy, planning and the commodification of the natural world. This course is designed to help us (re)evaluate our place is nature, comprehend the search for sustainability and guide our future endeavors. It is required for environmental studies and science students and highly recommended for those in all disciplines with an interest in living sustainability. | Michael Beevers | 2 |
| ERSC | 141 | **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. | Pete Sak | 3 |
| ERSC | 142 | **Earth History** | *SCON* | A study of the origin and evolution of the Earth, continents, atmosphere, ocean, and life over 4.6 billion years of Earth history. Topics will include deep time; plate tectonics and mountain building; continental position, ocean circulation, and climate change; expansion of biodiversity from single cells to higher order plants and animals including the rise of humans; mass extinctions; the theory of evolution; and the influence of historic earth processes on the formation of mineral and energy resources. Labs and Field trips will test geological and paleontological hypotheses regarding the reconstruction and interpretation of ancient sedimentary environments and biomes in the local area. Three hours classroom and three hours laboratory a week. This course fulfills either the DIV III lab science or QR distribution requirement. | Marcus Key | 3 |
| ERSC | 204 | **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. | Jeff Niemitz | 3 |
| ERSC | 218 | **Geographic Information Systems** | *SINV* | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed as ARCH 218, ENST 218 and ERSC 218. | Jim Ciarrocca | 3 |
| ERSC | 311 | **Introduction to Soils** | *SCON* | This course is an introduction to the description, classification and formation processes of soils with a lecture and a lab. It will integrate local field work with laboratory work, including projects at the College Farm. The aim of the course is to give students the basic vocabulary and skills necessary to characterize soils, and understand they importance for agriculture, forensic science, and planet habitability. | Ben Edwards | 3 |
| FREN | 236 | **Introduction to Cultural Analysis** | *SCON* | An introduction to the practice of reading and writing about French and francophone themes in an analytical and contextualized way. This course considers how cultural production conveys ideologies, values and norms expressed in both historical and contemporary contexts. Normally offered as writing-intensive. | Andy MacDonald | 1 |
| FYSM | 100 | **First-Year Seminar: Science Fiction-Dystopian Visions** | *SINV* | At its best, Science Fiction can present us with thought experiments about possible future societies, extrapolating from present social and technological trends in order to project visions of where humankind might be going. While some such visions are quite benign—for example, Gene Roddenberry's Star Trek universe presents an Earth that has transcended nationalism, war, and poverty—many are alarming, presenting warnings of disastrous outcomes of existing trends. This seminar will examine dystopian visions in several media, including novels, short stories, films, and graphic novels, alongside historical and social scientific accounts of the phenomena from which science fiction visionaries extrapolate. The structure will be built on three themes: Technology, Society, Ecology; Politics, Media, Institutions; and Identities. Books studied will include Frankenstein by Mary Shelley, He, She and It by Marge Piercy, Transmetropolitan by Warren Ellis and Darick Robertson, and Uglies by Scott Westerfeld, along with short fiction by E.M. Forster, Bruce Sterling, Octavia Butler and others. Films studied in whole or in part will include Blade Runner, Soylent Green, Brazil and Metropolis. | Ed Webb | Other |
| FYSM | 100 | **First-Year Seminar: Spirituality, Science and the Environmental Movement** | *SINV* | Recent scientific findings have moved the stewardship of our environment to the forefront of global political discussions. Concomitant with the rise of these scientific ideas, political movements that seek to tie our interactions with the environment to ethical, moral, or spiritual considerations have increased in number and influence. How should the environmental movement engage these various agents and their ideas? Are there dangers in allowing public policy to be influenced by non-scientifically constructed ethos? This seminar will examine the potential benefits and pitfalls of the inclusion of spirituality in the broader environmental movement with a discussion on the impacts to public policy. | Jeffrey Forester | Other |
| FYSM | 100 | **First-Year Seminar: Sustainability in German Culture** | *SINV* | What is sustainability in Germany? In this course, we explore the theoretical and practical occurrences of sustainable practices and law in Germany as well as their historical developments. The course will begin with a discussion of definitions of sustainability and methods of evaluating and criticizing forms of sustainability. It will then turn to the ways in which sustainability impacts daily life in contemporary Germany. We will explore the opinions of Germans, the public and political discourse on the topic, and ask how these are similar or different to US practices and discourses of sustainability. We will then turn to cultural, political, social, environmental, and economic history to explore how these definitions, daily performance, and discourse developed over time. The course is primarily a cultural studies course, which means that it will approach the topic of sustainability in German through an interdisciplinary lens. | Sarah McGaughey | Other |

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| FYSM | 100 | **First-Year Seminar: Culture and Environment in Upland Asia** | *SCON* | Upland Asia in this course is the broad swath of rugged terrain running south and southeast from the Tibetan Plateau to the mountains of mainland Southeast Asia. Historically, it has been a sparsely populated area, relative to Asia's vast lowland communities dependent on wet rice agriculture. While by no means isolated from markets and changing technology, people in upland areas developed more sustainable agricultural systems than lowlanders. Recently these flexible agricultural systems have been radically disrupted, as people have begun large-scale cash cropping and migrating to cities. Uplanders also differ markedly from lowlanders in their cultures and how their non-centralized societies are organized. However, all populations in the East and Southeast Asian regions have been affected by long term changes in climate that have impacted the monsoons, population levels, and crops, for example, as well as social phenomena, such as migrations and warfare. This seminar is mainly concerned with how to understand the relationships between upland communities and the changing environments, both natural and social, that they inhabit. | Ann Hill | Other |
| FYSM | 100 | **First-Year Seminar: Doing What We Should: How to Encourage Environmentally-Responsible Behavior** | *SCON* | Everyone knows that lifestyles of people in the developed world are not sustainable. But what do we do about it? How can people be influenced successfully to reduce their consumption of goods and resources that are in limited supply and their production of greenhouse gases and other wastes? We'll examine both "hard" approaches (such as moral appeals, regulatory tactics, and providing incentives) and more subtle methods (e.g., changing default options, providing role models, linking identity to desired actions, etc.). Along the way, we'll consider works in economics, philosophy, policy analysis, psychology and other fields that speak to the problem of encouraging people to do the right thing. | Andy Skelton | Other |
| FYSM | 100 | **First-Year Seminar: Local Production and Consumption** | *SINV* | The goal of this course is to learn where our energy at Dickinson comes from, how much it costs (financially and environmentally), how and where we use it, how we measure and track energy consumption, how we compare to other colleges, how we have integrated our energy management into the curriculum in the past, and how we can make positive changes to our systems, policies, and future plans, especially the College's Climate Action Plan. We will cover non-renewable and renewable energy sources and the economic and environmental impacts of both. You will conduct an audit of your personal energy consumption on campus to determine how sustainable you are. You will calculate your carbon footprint and your own personal contribution to global warming. Lectures and discussions will be augmented by field trips to on- and off-campus energy production facilities, including a weekend low energy camping trip. | Marcus Key | Other |
| FYSM | 100 | **First-Year Seminar: Speaking Out About Sustainability** | *SINV* | This course will highlight the spoken word as a vehicle for introducing students to college-level work in the areas of research, writing, reading, critical thinking, and of course, public speaking. Students will have the opportunity to enhance both their ability to deliver prepared speeches and to polish their prowess at extemporaneous academic discussion. The specific focus of the work we do in class will be the subject of sustainability. Good public speaking has always been central to the liberal arts and it continues to be among the aptitudes most associated with academic achievement and professional success. This course aims to arm you with the confidence and critical thinking skills necessary to convert what you research, read, write, and think into informed spoken presentations that are both persuasive and defensible. | Jim Hoefler | Other |
| FYSM | 100 | **First-Year Seminar: Tropical Asia** | *SCON* | Nearly one in four human beings today lives in the generally hot and wet region known as "Tropical Asia." He or she might live in a giant nation like India or along the southern boundary of that other Asian giant China, or in a tiny country like Singapore or Brunei. Tropical Asia includes islands with the appearance of paradise like Bali and landlocked and impoverished nations like Laos. Most tropical Asians are bound by climate, history and culture to the Indian Ocean and the South China Sea and the monsoon storms, trade routes, wars, migrations, and occasional typhoon or tsunami that plow, sail and roil their surface. We will explore the complex and dynamic interface between the natural and human worlds in topics like the monsoon season, rice paddy agriculture, rain forests, kingdoms and empires, dangerous and endangered animals, religious pilgrims and proselytizers, global adventurers and tourists, tropical architecture, geopolitical pasts and futures, and the recent rise of what the Singaporean writer Cherian George terms the modern "air-conditioned nation." | David Strand | Other |
| HIST | 130 | **Early Latin American History to 1800** | *SCON* | Survey of pre-Colombian and colonial Latin American history. Students explore the major ancient civilizations of the Americas, the background and characteristics of European conquest and colonization, the formation of diverse colonial societies, and the breakdown of the colonial system that led to independence. The course includes both the Spanish and Portuguese colonies in the Americas from a comparative perspective. Cross-listed as HIST 130 and LALC 230. | Marcelo Borges | 2 |
| HIST | 151 | **History of Environment** | *SINV* | Examines the interaction between humans and the natural environment in long-term global context. Explores the problem of sustainable human uses of world environments in various societies from prehistory to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: environmental effects of human occupation, the origins of agriculture, colonial encounters, industrial revolution, water and politics, natural resources frontiers, and diverse perceptions of nature. This course is cross-listed as ENST 151 and HIST 151. | Emily Pawley | 2 |
| HIST | 211 | **Food and American Environment** | *SINV* | This class examines the ways that the culture and politics of food have reshaped North American landscapes and social relations from colonial to modern times. We will explore, for example, how the new taste for sweetness fueled the creation of plantations worked by enslaved, the ways that the distribution of frozen meat helped build cities and clear rangeland, and the ways that the eating of fresh fruit came to depend on both a new population of migrant laborers and a new regime of toxic chemicals. Other topics will include catastrophes such as the Dustbowl, the controversial transformations of the Green Revolution, and the modern debates about the obesity epidemic. Cross-listed as ENST 311 and HIST 211. | Emily Pawley | 2 |
| HIST | 211 | **Looking Across the Pacific: Japanese and American Environmental History** | *SINV* | Cultural comparison can be a powerful tool to get us to question our assumptions and to make the familiar seem unfamiliar. With this in mind, this class juxtaposes the environmental histories of the United States and Japan, highlighting radical differences, unexpected similarities, and transpacific connections. Separate units will question each culture's definitions of "nature," examine different relationships with "indigenous cultures," compare energy strategies, with a particular focus on the Three Mile Island and Fukushima disasters, and finally examine how these cultures have influenced each other through the exchange of organisms and ideas. Cross-listed as EASN 206, ENST 311 and HIST 211. | Emily Pawley | 2 |

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| 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. Cross-listed as INBM 200 and INST 200. | Michael Fratantuono | Interdisciplinary |
| INBM | 400 | **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. | Helen Takacs | Interdisciplinary |
| INST | 170 | **International Relations** | *SCON* | An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization. Cross-listed as INST 170 and POSC 170. | Craig Nation | Interdisciplinary |
| INST | 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. Cross-listed as INBM 200 and INST 200. | Michael Fratantuono | Interdisciplinary |
| INST | 277 | **International Politics of the Middle East** | *SCON* | This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277, MEST 266 and POSC 277. | Ed Webb | Interdisciplinary |
| INST | 290 | **Global Environmental Challenges and Governance** | *SINV* | Climate change poses significant challenges for attaining sustainable development goals. It is global in its causes and consequences, but responsibilities for causing climate change, vulnerability to its effects, and capabilities for acting to reduce the risks differ for different nation states and other actors. Meaningful action to slow or stop climate change is beyond the means of individual nations, and international institutions have been created to negotiate, mobilize and oversee cooperation to mitigate and adapt to climate change. Taking an interdisciplinary approach, we will examine the processes, politics, ethics and effectiveness of these governance institutions and the roles of different actors in the governance of climate change. We will explore the demographic, social and economic drivers of global climate change; the dangers it poses to ecological systems, human wellbeing, and sustainable development; and policy options for responding to the dangers. Our explorations will result in students being able to articulate the perspectives of key stakeholders on important issues in the governance of global climate change and critically analyze the performance of international environmental governance institutions. Cross-listed as ENST 311, INST 290 and SUST 330. | Neil Leary | Interdisciplinary |
| INST | 290 | **International Development** | *SCON* | This course will cover the main topics that are covered in traditional development classes, which include agricultural/subsistence household issues, credit constraints in poor country setttings, issues related to education, child labor, migration, population, and health, and also potential development and sustainability problems that we are going to face because of climate change. | Shamma Alan | Interdisciplinary |
| INST | 290 | **The Environment, Conflict and Peace** | *SCON* | Despite the fact that most of the world’s seven billion people are living longer, consuming more and getting better educated, many people on the planet have paradoxically become much less secure due to the scale of consumption and pollution in today’s carbon-based societies. Global environmental changes – deforestation, losses of biodiversity, land degradation, the depletion of fish stocks, water pollution and scarcity, toxic contamination and climate change -- are felt worldwide and the sites of resource consumption are located a world away the sites of resource extraction. This course examines the two most prominent ways in which global environmental change undermines human security. First, we will focus on how environmental change may induce conflict because violent conflict is a powerful source of human insecurity. Second, we will examine the ways in which environmental change undermines human security by putting at risk people’s basic needs, human rights and the things they value in order to lead dignified lives. Examining the links between environmental change and human security allows us to examine questions of human vulnerability, the dynamics of conflict, cooperation and peace, equity and justice and sustainable development. The class will engage with academic debates in the field along with practical, policy relevant information. Cross-listed as ENST 311 and INST 290. | Michael Beevers | Interdisciplinary |
| INST | 401 | **Globalization, Sustainability and Security: Whole of Society** | *SNV* | In the 2010 National Security Strategy of the United States, President Obama articulates the need for whole of society approaches to tackling tough transnational issues. Furthermore, some experts believe that in the decades ahead, global governance will be a characterized by complexity and ambiguity, with governance structures reflecting the influence of states, NGOs, IGOs, for-profit companies, and other agents. In this seminar, we will investigate collaborative approaches to addressing national and transnational security related matters, especially those that are rooted in the economic, environmental, and social dimensions of sustainable development. | Michael Fratantuono | Interdisciplinary |
| JDST | 316 | **Jews and Food** | *SCON* | Every Jewish holiday, it has been said, can be summed up in the following way: "They tried to kill us. We won. Let's eat!" Despite the satirical jab of this quote, food certainly plays a central role in both Jewish religion and culture. Students will investigate the meaning of Jewish food from historical, sociological, anthropological and literary viewpoints, including an examination of the representation of Jewish food in popular culture. The course will also include a cooking class on Jewish food and a trip to Baltimore to a kosher Chinese restaurant. Cross-listed as JDST 316 and RELG 316. | Ted Merwin | 1 |

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| LALC | 230 | **Early Latin American History to 1800** | *SCON* | Survey of pre-Colombian and colonial Latin American history. Students explore the major ancient civilizations of the Americas, the background and characteristics of European conquest and colonization, the formation of diverse colonial societies, and the breakdown of the colonial system that led to independence. The course includes both the Spanish and Portuguese colonies in the Americas from a comparative perspective. Cross-listed as HIST 130 and LALC 230. | Marcelo Borges | 2 |
| LALC | 262 | **South American Archaeology** | *SCON* | This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? Cross-listed as ANTH 262, ARCH 262 and LALC 262. | Maria Bruno | Interdisciplinary |
| LALC | 390 | **Human Rights in Contemporary Latin American Literature** | *SCON* | This seminar explores the aesthetic and ethical complexities of the relationship between human rights and literature, throughout the analysis of well-known cases of human rights abuses that occurred in Latin America during the twentieth and twenty first century. We will read a variety of literary, legal and visual texts such as novels, short stories, plays, testimonials, treaties, legal cases, songs, films etc. Cross-listed as LALC 390 and SPAN 410. | Hector Reyes Zaga | 1 |
| LALC | 200 | **Global Urban Poverty** | *SCON* | Global Urban Poverty is designed to provide a view of major social problems facing humanity in developing urban environments. Understanding that there is one planet and that what happens to peoples in one location affects peoples in another is an important part of living in the 21st century. As developing nations undergo a demographic shift from rural to urban majority populations, the stresses placed on government infrastructure in the areas of sanitation, housing, education, safety and security are immense. Urban poverty affects not only the poor, but also the affluent, as cities become contested sites. This course examines major social problems within the context of developing world urban poverty and seeks to stimulate students to evaluate their own lives in the context of larger social forces. Cross-listed as LALC 200 and SOCI 230. | Susan Rose<br>Anthony Barnum | 2 |
| MEST | 266 | **International Politics of the Middle East** | *SCON* | This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277, MEST 266 and POSC 277. | Ed Webb | Interdisciplinary |
| PHYS | 102 | **Meterology** | *SCON* | 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. | David Reed | 3 |
| PHYS | 314 | **Energy & Environmental Physics** | *SINV* | A project-oriented approach to the study of the thermodynamics of fossil fuel engines and devices, the physics of solar and other alternative energy sources, energy conservation principles, the physics of nuclear fission reactors and nuclear fusion research, the physics of the atmosphere, air pollution, global climate change, and ozone depletion. Examples of projects include: energy conservation analysis, and the design, construction and testing of modern wind turbines or solar energy sources. | Hans Pfister | 3 |
| POSC | 170 | **International Relations** | *SCON* | An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization. Cross-listed as INST 170 and POSC 170. | Craig Nation | Interdisciplinary |
| POSC | 277 | **International Politics of the Middle East** | *SCON* | This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277, MEST 266 and POSC 277. | Ed Webb | 2 |
| POSC | 290 | **The Politics of Parks** | *SINV* | Whether located at the center of a city or in the midst of a wilderness, public parks comprise a uniquely modern public good, designed to meet competing and complementary needs for social recreation, open space, and the conservation of nature and preservation of biodiversity. Worldwide they host endangered animals like Bengal tigers and "urban animals" like pigeons, squirrels and household pets. They are home to cricket and softball leagues as well as history-changing protests and orations. We will examine public and national parks as public policy, objects of planning and design, expressions of political culture and social change, and opportunities to represent and rethink the relationship between humankind and the natural world. | David Strand | 2 |
| PSYC | 175 | **Introduction to Community Psychology** | *SCON* | This course will provide an introduction to the field of community psychology--a field that focuses on persons-in-context and the ways that social issues, institutions, and settings impact individuals' mental health and wellbeing. In the course, we will: (a) review the historical underpinnings of community psychology; (b) examine the field's major tenets and theories, including its emphasis on understanding the role of the environment in human behavior; (c) explore the field's application to a range of clinical and social issues; and (d) emulate the field's commitment to the promotion of social change through research and action. | Sharon Kingston | 2 |
| RELG | 110 | **Religion and Modern Culture** | *SCON* | Drawing upon popular examples from film, drama, and narrative, as well as critical essays, the course explores both the religious dimensions of modern culture myth, sacred space and time, nature spirituality and the cultural contexts of contemporary theologies gender, race, economics. | Mara Donaldson | 1 |
| RELG | 311 | **Buddhism & the Environment** | *SINV* | Although protection of the environment is not a Buddhist goal per se, it is involved in the quest for enlightenment. The course will apply the Buddhist perspective to questions about the relations between humans and the rest of nature, to specific environmental problems, to the tradeoffs between human good and protection of other species, and to consumption and consumerism. Cross-listed as ENST 311 and RELG 311. | Daniel Cozort | 1 |
| RELG | 316 | **Jews and Food** | *SCON* | Every Jewish holiday, it has been said, can be summed up in the following way: "They tried to kill us. We won. Let's eat!" Despite the satirical jab of this quote, food certainly plays a central role in both Jewish religion and culture. Students will investigate the meaning of Jewish food from historical, sociological, anthropological and literary viewpoints, including an examination of the representation of Jewish food in popular culture. The course will also include a cooking class on Jewish food and a trip to Baltimore to a kosher Chinese restaurant. Cross-listed as JDST 316 and RELG 316. | Ted Merwin | 1 |

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| SOCI | 230 | **Global Urban Poverty** | *SCON* | Global Urban Poverty is designed to provide a view of major social problems facing humanity in developing urban environments. Understanding that there is one planet and that what happens to peoples in one location affects peoples in another is an important part of living in the 21st century. As developing nations undergo a demographic shift from rural to urban majority populations, the stresses placed on government infrastructure in the areas of sanitation, housing, education, safety and security are immense. Urban poverty affects not only the poor, but also the affluent, as cities become contested sites. This course examines major social problems within the context of developing world urban poverty and seeks to stimulate students to evaluate their own lives in the context of larger social forces. Cross-listed as LALC 200 and SOCI 230. | Susan Rose<br>Anthony Barnum | 2 |
| SPAN | 410 | **Human Rights in Contemporary Latin American Literature** | *SCON* | This seminar explores the aesthetic and ethical complexities of the relationship between human rights and literature, throughout the analysis of well-known cases of human rights abuses that occurred in Latin America during the twentieth and twenty first century. We will read a variety of literary, legal and visual texts such as novels, short stories, plays, testimonials, treaties, legal cases, songs, films etc. Cross-listed as LALC 390 and SPAN 410. | Hector Reyes Zaga | 1 |
| SUST | 330 | **Global Environmental Challenges and Governance** | *SINV* | Climate change poses significant challenges for attaining sustainable development goals. It is global in its causes and consequences, but responsibilities for causing climate change, vulnerability to its effects, and capabilities for acting to reduce the risks differ for different nation states and other actors. Meaningful action to slow or stop climate change is beyond the means of individual nations, and international institutions have been created to negotiate, mobilize and oversee cooperation to mitigate and adapt to climate change. Taking an interdisciplinary approach, we will examine the processes, politics, ethics and effectiveness of these governance institutions and the roles of different actors in the governance of climate change. We will explore the demographic, social and economic drivers of global climate change; the dangers it poses to ecological systems, human wellbeing, and sustainable development; and policy options for responding to the dangers. Our explorations will result in students being able to articulate the perspectives of key stakeholders on important issues in the governance of global climate change and critically analyze the performance of international environmental governance institutions. Cross-listed as ENST 311, INST 290 and SUST 330. | Neil Leary | Interdisciplinary |
| SUST | 500 | **Field Research on International Climate Change** | *SINV* | In this Independent Research course, students enrolled in the Global Climate Change Mosaic will form an interdisciplinary research team that will conduct qualitative field research at the 20th Conference of the Parties (COP20) to the United Nations Framework Convention on Climate Change (UNFCCC) in Lima, Peru. The Independent Research will have three components: (i) preparation for field research during the fall 2014 semester; (ii) two weeks of field research at COP 20 in Lima in December 2014; and (iii) reflection on the field experience and writing of research papers during the first two months of the spring 2015 semester. Each student will select, with guidance from the instructors, a key issue in the UN climate change negotiations as a focus for her/his independent research project. Prior to the trip to COP 20, students will do library and online research about their selected issues, form research questions, create a plan for the field research, develop a protocol and interview instrument for conducting interviews at COP 20, and identify and contact potential interview subjects. Students will participate in workshops to build interview and video technology skills. Each student will be the team's expert on her/his selected issue, and will brief the rest of the team about the issue prior to traveling to Lima. While at the conference in Lima, students will conduct and videotape interviews with conference delegates. In the spring, students will use their interviews, and library and online research from the fall, to write research papers. The Independent Research is structured as ½ credit in the fall semester and ½ credit in the spring semester. | Neil Leary<br>Jeff Niemitz | Interdisciplinary |
| WRPG | 211 | **Writing About Natural History** | *SINV* | This course is designed to improve your skills as a writer of expository prose by emphasizing the genre of nature writing. We will concentrate on a variety of writing problems and techniques, emphasizing specific skills necessary to a wide range of writing tasks: description, summary, narration, argumentation, analysis, and interpretation. In all cases, our focus will be on the natural world and human connections to that world. Discussions of essay reading assignments will be supplemented by workshop sessions and individual tutorials. Students will have the opportunity to critique work by their classmates and to compare their own essays to works by nature writers of the past two centuries. The course aims to concentrate your attention on the precise stylistic details that lead to effective writing. Cross-listed as ENGL 212 and WRPG 211. | B. Ashton Nichols | 1 |

# Dickinson College | Sustainability Courses | Spring 2015

Listed here are Sustainability designated courses offered Spring 2015 that explore social, economic and environmental dimensions of sustainability challenges and solutions. The courses vary in the degree to which sustainability is a focus of study and are classified into two categories. Sustainability Investigations courses, identified by the label SINV, engage students in a deep and focused study of problems with sustainability as a major emphasis of the course. Sustainability Connections courses, identified by the label SCON, engage students in making connections between the main topic of the course and sustainability. Sustainability is related to but is not a major focus of SCON courses. In Spring 2015, 24 unique Sustainability Connections courses and 21 unique Sustainability Investigation courses are offered by 25 different departments. Many of these courses offer multiple sections. Total sections: Sustainability Connections = 26 and Sustainability Investigations = 29.

| DEPT | COURSE # | TITLE | DESIGNATION | DESCRIPTION | INSTRUCTOR |
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| AFST | 220 | **Sex and the City: Gender, Politics, and Culture in 20th Century Urban America** | SCON | In this class, we will consider the ways in which gender and sexuality have been created, contested, defined, and performed in the urban environment. We will examine several United States cities to illuminate how gender has been inscribed on the urban environment and the ways in which "the gendered city" reflects "complex intersections of race, class, and sexual orientation." The course might include a day trip to Philadelphia; Washington, DC; or New York City. Cross-listed as HIST 211. | Moten, Crystal |
| AFST | 320 | **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. Cross-listed as HIST 373. | Ball, Jeremy |
| ANTH | 222 | **Contemporary Peoples of Latin America** | SCON | 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. Cross-listed as LALC 222. | Enge, Kjell |
| ANTH | 241 | **Measurement and Quantification in the Social Sciences** | SCON | 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. | Enge, Kjell |
| ANTH | 245 | **Climate Change, Rivers, and Chinese Society** | SCON | This course is an interdisciplinary, globally integrated course that begins with a two-week field trip to North China in January 2015. Sites visited on the field trip introduce students to the geography of the Yellow River basin and sites of human habitation long the river's course, as well as some sites that help students understand China's history more broadly. During the field trip portion of the course, students will create blogs and podcasts to post on a website based on their experiences in China. The course integrates climate change in East Asia and its geography with the history of populations that are identified with the Chinese state. The course focuses equally on 1) the impact of long term changes in the climate and land forms of the region, especially its large river systems, and 2) the consequences of human activity for environmental change as populations exploit natural environments, especially rivers, for livelihood, state revenues, and the market. Although the course is broadly historical, it includes case studies to illustrate in concrete detail critical aspects of longer-term trends, such as course shifts in the Yellow River, the role of irrigation in the formation of Chinese civilization, deforestation in North China, the Three Gorges Dam project, agricultural sustainability, and other important topics. Cross-listed as ERSC 311, ENST 311 and EASN 206. | Hill, Ann, Zhuang, Kelin |
| ANTH | 260 | **Environmental Archaeology** | SINV | 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.Cross-listed as ENST 211 and ARCH 260. | Bruno, Maria |
| ANTH | 290 | **Archaeological Methods** | SINV | 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. Cross-listed as ARCH 290. | Bruno, Maria |
| ARCH | 218 | **Geographic Information Systems** | SINV | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed as ERSC 218 and ENST 218. | Kennedy, Robyn |
| ARCH | 260 | **Environmental Archaeology** | SINV | 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. Cross-listed as ENST 311 and ANTH 260. | Bruno, Maria |

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| ARCH | 290 | **Archaeological Methods** | SINV | 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. Cross-listed as ANTH 290. | Bruno, Maria |
| BIOL | 128 | **Field Natural History** | SINV | This course will explore local natural history of the Cumberland Valley around Carlisle, Pennsylvania. Students will learn the various groups of prominent organism, both plant and animal, that comprise the natural environment of Cumberland and surrounding counties. Students will become familiar with dichotomous keys to local flora and fauna and complete field investigations of local habitat areas. There are several evening field trips required during the course as well as at least one weekend day trip. | Wingert, Gene |
| BIOL | 129 | **Changing Ocean Ecosystem W/Lab** | SINV | An introduction to the biology of marine communities, including salt marshes and mangroves, intertidal zones, reefs, and deep-sea vents, among others. For each community, the physical characteristics of the environment as well as the physiological adaptations of the resident species will be examined. We will also focus on how marine communities are changing in response to anthropogenic stresses in light of concepts such as diversity indexes, keystone species, and disturbance theory. Selected readings from the primary literature and the popular press are required. Laboratory projects will emphasize experimental design and hypothesis testing. | Potthoff, Michael<br>Arnold, Thomas |
| BIOL | 332 | **Natural History of Vertebrates** | SCON | 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. Cross-listed as ENST 332. | Boback, Scott |
| BIOL | 401 | **March to Extinction: The Impact of Climate Change on Biodiversity** | SINV | In this course, students and faculty will examine ecological and evolutionary principles as they pertain to biological conservation, historical patterns of natural extinction, and the current status and nature of the Holocene/Anthropocene extinction. We will focus on the nature of the evidence concerning the impact of recent climate change on biodiversity, including the contribution of citizen science. The impact on human communities and livelihoods will be discussed within the larger context of why it matters. Proposed designs for enhancing mitigation and adaptation strategies and for protecting and restoring ecosystem resilience will be studied. In addition to reading the literature and hosting guest speakers, students will each choose a case study to explore in depth through literature and primary research. Students will be responsible for sharing the results of their research in extended presentations which will include their own customized reading assignments and enhancement exercises. This course may count as a theme course in both the Environmental Science and Environmental Studies majors. Cross-listed as ENST 311. | Wilderman, Candie |
| BIOL | 401 | **Ornithology** | SCON | The classroom component of this course emphasizes the evolution, morphology, physiology, ecology and conservation biology of birds. Students will have numerous opportunities both in and outside of the classroom to examine conservation issues and actions as they relate to the functioning of natural ecosystems, the consequences of anthropogenic impacts to those environments and learn how sustainability practices influence many bird species, populations and communities. The lab portion of this course will focus on hands-on learning through a variety of tools, mechanisms and field experiences including but not limited to use of study skins and skeletons, field guides, optics and field-monitoring techniques. Students will be regularly immersed in living labs during field trips both local and regional including visits to a bird banding station, state wildlife management areas and research study sites. In addition students will learn how to identify birds through specific behaviors, visual field marks, songs and calls. There will be at least one day-long field trip during a weekend, one extended lab field trip to a waterfowl stopover habitat during spring migration and an optional 4-5 day field trip over spring break to visit other sites utilized by birds in and outside of Pennsylvania. Each student will also complete a research paper on selected ornithological topics. Cross-listed as ENST 310. | Van Fleet, Pamela |
| EASN | 206 | **Climate Change, Rivers, and Chinese Society** | SCON | This course is an interdisciplinary, globally integrated course that begins with a two-week field trip to North China in January 2015. Sites visited on the field trip introduce students to the geography of the Yellow River basin and sites of human habitation long the river's course, as well as some sites that help students understand China's history more broadly. During the field trip portion of the course, students will create blogs and podcasts to post on a website based on their experiences in China. The course integrates climate change in East Asia and its geography with the history of populations that are identified with the Chinese state. The course focuses equally on 1) the impact of long term changes in the climate and land forms of the region, especially its large river systems, and 2) the consequences of human activity for environmental change as populations exploit natural environments, especially rivers, for livelihood, state revenues, and the market. Although the course is broadly historical, it includes case studies to illustrate in concrete detail critical aspects of longer-term trends, such as course shifts in the Yellow River, the role of irrigation in the formation of Chinese civilization, deforestation in North China, the Three Gorges Dam project, agricultural sustainability, and other important topics. Cross-listed as ANTH 245, ERSC 311 and ENST 311. | Hill, Ann,<br>Zhuang, Kelin |
| EASN | 306 | **The Politics of Environmental Protection in Asia** | SINV | This seminar takes a close look at the political, social, and legal issues that affect environmental protection in Asia. Focusing attention on China, Taiwan, Japan, and India, and by drawing upon scholarly literature in political science, sociology, law, and history, the course aims to provide students with a multidisciplinary understanding of the myriad factors which shape the content of environmental legislation and policies and how these are implemented in society. Does China's authoritarian system give environmental law more "bite"? What roles do NGO play in Asia? Does Confucianism or Hinduism make people more or less inclined to protect the environment? How do Asians deal with the impact of rapid economic growth? In short, we will try to understand the complex interaction between political, legal, and social dimensions of environmental protection in a region that is home to half of the world's population and three of the world's current and future economic powerhouses. Cross-listed as POSC 390 and ENST 311. | Diamant, Neil |
| ECON | 222 | **Environmental Economics** | SCON | A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. | Tynan, Nicola |

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| ECON | 314 | **Limits to Growth and the Macroeconomics of Climate Change** | SINV | Theories of economic growth will be introduced and analyzed in order to understand the prominent role they play in macroeconomics and climate change debates. Economic growth is often treated as a necessity for the functioning and development of national economies. Continuous growth of this kind requires the use of natural and human resources on an ever-expanding scale and carries with it increasing greenhouse gas emissions. In light of recent research on world climate change this vision of economic growth is brought into question and critically examined. Different approaches to accounting for the effects of greenhouse gas accumulation on the world economy in terms of output, employment, and distribution will be treated in depth. Potential mitigation efforts on a world scale will also be explored. | Cogliano, Jonathan |
| ECON | 496 | **Urban Issues in Carlisle PA** | SCON | This course will cover a series of urban economic issues with an emphasis on local problems and local government policy. The main focus of this course will be a community research project we will conduct in partnership with the Borough of Carlisle. The project will include a survey of Carlisle citizens regarding their views of government services and other local issues. We will augment our findings by collecting local data and learning about local policy. The results of our study will be presented in a public forum such as a Borough Council meeting or other public forum. This combination of urban economics, local politics and policy, and contact with the Carlisle community should provide a useful and memorable capstone experience for senior economics majors. | Bellinger, William |
| ENGL | 101 | **Literature and Food** | SCON | In recent years, food has become a major topic of scholarly and creative inquiry. Its popularity has accompanied the rise of locavore eating, efforts to reform Big Food, and the vast market for cookbooks, cooking shows, and food memoirs. But literary characters have, for the most part, always had to eat and drink, and good literature knows no trends. This course will focus on the close reading of literary fiction, creative nonfiction, and poetry with a focus on food. Among the likely authors: Margaret Atwood, Laurie Colwin, Isak Dinesen, M.F.K. Fisher, Robert Hass, Seamus Heaney, Jhumpa Lahiri, Yiyun Li, Upton Sinclair, Tracy K. Smith, Kevin Young. Students will write both analytical essays and creative responses. | Su, Adrienne |
| ENGL | 212 | **Writing About Nature** | SINV | This course is designed to improve your skills as a writer of expository prose by emphasizing the genre of nature writing. We will concentrate on a variety of writing problems and techniques, emphasizing specific skills necessary to a wide range of writing tasks: description, summary, narration, argumentation, analysis, and interpretation. In all cases, our focus will be on the natural world and human connections to that world. Discussions of essay reading assignments will be supplemented by workshop sessions and individual tutorials. Students will have the opportunity to critique work by their classmates and to compare their own essays to works by nature writers of the past two centuries. The course aims to concentrate your attention on the precise stylistic details that lead to effective writing. | Nichols, B Ashton |
| ENST | 130 | **Introduction to Environmental Science: Energy, Waste, and Human Health** | SINV | An integrated, interdisciplinary study of environmental disruption and management where the application of natural science principles informs an understanding of human-environmental interaction. Emphasis will be on the study of energy procurement and use, waste management, and human population dynamics and environmental health. Field study includes travel to industrial, mining, and agribusiness sites. Laboratory work includes using public databases for documentation of toxic releases and human health effects; and the generation, measurement, and use of renewable energy resources. | Beevers, Michael |
| ENST | 132 | **Foundations of Environmental Science** | SINV | An integrated, interdisciplinary study of environmental disruption and management. Emphasis will be on the study of energy procurement, waste management, and human environmental health. Field study includes travel to industrial, mining, and agribusiness sites. Laboratory work includes using federal databases for documentation of toxic releases and human health effects and the generation, measurement, and use of renewable energy resources. This course is designed for students with a special interest in Environmental Studies and will focus on quantitative and qualitative methods for environmental analysis and critical thinking in preparation for future study. | Pedersen, Brian |
| ENST | 218 | **Geographic Information Systems** | SINV | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed as ERSC 218. | Kennedy, Robyn |
| ENST | 310 | **Ornithology** | SCON | The classroom component of this course emphasizes the evolution, morphology, physiology, ecology and conservation biology of birds. Students will have numerous opportunities both in and outside of the classroom to examine conservation issues and actions as they relate to the functioning of natural ecosystems, the consequences of anthropogenic impacts to those environments and learn how sustainability practices influence many bird species, populations and communities. The lab portion of this course will focus on hands-on learning through a variety of tools, mechanisms and field experiences including but not limited to use of study skins and skeletons, field guides, optics and field-monitoring techniques. Students will be regularly immersed in living labs during field trips both local and regional including visits to a bird banding station, state wildlife management areas and research study sites. In addition students will learn how to identify birds through specific behaviors, visual field marks, songs and calls. There will be at least one day-long field trip during a weekend, one extended lab field trip to a waterfowl stopover habitat during spring migration and an optional 4-5 day field trip over spring break to visit other sites utilized by birds in and outside of Pennsylvania. Each student will also complete a research paper on selected ornithological topics.Cross-listed as BIOL 401. | Van Fleet, Pamela |
| ENST | 311 | **Climate Change, Rivers, and Chinese Society** | SCON | This course is an interdisciplinary, globally integrated course that begins with a two-week field trip to North China in January 2015. Sites visited on the field trip introduce students to the geography of the Yellow River basin and sites of human habitation long the river's course, as well as some sites that help students understand China's history more broadly. During the field trip portion of the course, students will create blogs and podcasts to post on a website based on their experiences in China. The course integrates climate change in East Asia and its geography with the history of populations that are identified with the Chinese state. The course focuses equally on 1) the impact of long term changes in the climate and land forms of the region, especially its large river systems, and 2) the consequences of human activity for environmental change as populations exploit natural environments, especially rivers, for livelihood, state revenues, and the market. Although the course is broadly historical, it includes case studies to illustrate in concrete detail critical aspects of longer-term trends, such as course shifts in the Yellow River, the role of irrigation in the formation of Chinese civilization, deforestation in North China, the Three Gorges Dam project, agricultural sustainability, and other important topics. Cross-listed as ANTH 245, ERSC 311, and EASN 206. | Hill, Ann, Zhuang, Kelin |

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| ENST | 311 | **Energy Justice: People, Politics, and the Environment** | SCON | This class surveys the energy landscape of our carbon-centered civilization. From the local to the global, we question the social, political, and environmental implications of non-renewable energy resource extraction, transportation, and use. We will examine how energy associated risks and benefits are managed across people and places. The contemporary social and political landscape for global energy demand and extraction provides the foundation for the class. Analysis of individual and university-wide energy consumption will allow for localized reflection on course themes. Drawing from examples in India and the United States, we will explore development and justice considerations associated with natural resource extraction for energy purposes. A review of the social, economic, and health impacts for people directly impacted by energy procurement and transport will provide further lenses to explore justice concerns. Political and scientific efforts to improve the sustainability of energy extraction will also be analyzed. The class is structured to be accessible to students across disciplines. Cross-listed as INST 290. | Bedi, Heather |
| ENST | 311 | **Environmental and Social Justice** | SCON | This course reviews social inequities in relation to environmental issues. We examine the social construction of notions of equity and justice, and apply this learning to understand how societies frame environmental risk. Drawing from domestic and international case studies, we will explore how marginalized 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 social and environmental injustices. Upon completion, students should have a deep understanding of efforts to ensure equitable distribution of environmental benefits and risks. Cross-listed as ENST 311 and SOCI 230. | Bedi, Heather |
| ENST | 311 | **Environmental Archaeology** | SINV | 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. Cross-listed as ANTH 260 and ARCH 260. | Bruno, Maria |
| ENST | 311 | **March to Extinction: The Impact of Climate Change on Biodiversity** | SINV | In this course, students and faculty will examine ecological and evolutionary principles as they pertain to biological conservation, historical patterns of natural extinction, and the current status and nature of the Holocene/Anthropocene extinction. We will focus on the nature of the evidence concerning the impact of recent climate change on biodiversity, including the contribution of citizen science. The impact on human communities and livelihoods will be discussed within the larger context of why it matters. Proposed designs for enhancing mitigation and adaptation strategies and for protecting and restoring ecosystem resilience will be studied. In addition to reading the literature and hosting guest speakers, students will each choose a case study to explore in depth through literature and primary research. Students will be responsible for sharing the results of their research in extended presentations which will include their own customized reading assignments and enhancement exercises. This course may count as a theme course in both the Environmental Science and Environmental Studies majors. Cross-listed as BIOL 401. | Wilderman, Candie |
| ENST | 311 | **Spatial Literacy Across the Curriculum** | SINV | Understanding how to think about problems and concepts in a spatial context is a fundamental skill that is not well taught in the current Dickinson College curriculum. Alternatively referred to as “Spatial Literacy” or “Spatial Reasoning”, this type of thinking generally focuses on understanding the importance of geographic space and the relationships formed by this space. Spatial literacy, like writing and quantitative analysis, is not a stand-alone subject, but rather it is a way of thinking that is applicable to many fields of studies, and is becoming increasingly important as a valuable competency for liberal arts students throughout all divisions. This course will examine the importance of geographic space as a learning construct and explore the value of spatial literacy for problem solving, creative expression, and communication across the humanities, social science and scientific disciplines. In doing so, students will have the opportunity to consider topics within their specific areas of study, and to discover how the application of spatial thinking can enable and facilitate the problem solving process across the curriculum. Students will be introduced to an assortment of easy-to-use mapping tools that include both quantitative and qualitative techniques, and will learn how to use these tools to investigate issues and questions from a spatial perspective, incorporate spatial analysis techniques into their problem solving methodologies, and to effectively visualize their data in ways that promote a more comprehensive understanding of the problem statement. Cross-listed as PMGT 290 and LAWP 290. | Ciarrocca, James |
| ENST | 311 | **Sustainability: Social Justice and Human Rights** | SINV | History "is a crab scuttling sideways, a drip of soft water wearing away stone, an earthquake breaking centuries of tension." (Solnit, Rebecca, Hope in the Dark, 2004). This course will examine the importance of the environmental movement and broader definitions of sustainability. We will explore examples of direct action, of serendipitous change, and of world-changing events that have moved us more clearly toward an understanding of "our" shared future on this planet. We will survey the issues connected to sustainable systems and will focus more specifically on issues related to food, water and energy. Through readings, film, and experiential activities the course will challenge us to analyze the impact of various actors and assess our own responsibility. Cross-listed as SOCI 230. | Bylander, Joyce |
| ENST | 311 | **The Politics of Environmental Protection in Asia** | SINV | This seminar takes a close look at the political, social, and legal issues that affect environmental protection in Asia. Focusing attention on China, Taiwan, Japan, and India, and by drawing upon scholarly literature in political science, sociology, law, and history, the course aims to provide students with a multidisciplinary understanding of the myriad factors which shape the content of environmental legislation and policies and how these are implemented in society. Does China's authoritarian system give environmental law more "bite"? What roles do NGO play in Asia? Does Confucianism or Hinduism make people more or less inclined to protect the environment? How do Asians deal with the impact of rapid economic growth? In short, we will try to understand the complex interaction between political, legal, and social dimensions of environmental protection in a region that is home to half of the world's population and three of the world's current and future economic powerhouses. Cross-listed as EASN 306 and POSC 390. | Diamant, Neil |
| ENST | 330 | **Environmental Policy** | SINV | This course examines the effect of environmental policies on environmental quality, human health and/or the use of natural resources at local, national and international levels. It considers the ways scientific knowledge, economic incentives and social values merge to determine how environmental problems and solutions are defined, how risks are assessed and how and why decisions are made. The course examines a range of tools, processes and patterns inherent in public policy responses and covers issues ranging from air and water pollution and toxic and solid waste management to energy use, climate change and biodiversity protection. A combination of lectures, case studies, and field trips will be used. | Howard, Gregory |
| ENST | 332 | **Natural History of Vertebrates** | SCON | 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. Cross-listed as BIOL 332. | Boback, Scott |

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| ENST | 335 | **Analysis and Management of the Aquatic Environment** | SINV | 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. | Strock, Kristin |
| ENST | 406 | **The Global Supply Chain** | SINV | This senior seminar will explore the complexities of the interlocked set of actors and policies that together convey products and services around the world. We will examine the science of globalized products from phones to clothing, and their impacts on human health and the environment; relevant policies on the local, national, and international scale; the role of diverse actors ranging from international corporations to individual consumers; life cycle analysis and other sustainability tools used to assess the global impacts of this trade; and the environmental justice aspects of global trade at home and abroad. As a capstone in the Environmental Studies and Science majors, this course will use case studies of global trade and its impacts to highlight the complexity of modern environmental concerns and to develop critical skills for understanding and addressing these difficult problems. Interested nonmajors from other departments (with adequate environmental preparation) are welcome. | Howard, Gregory |
| ERSC | 141 | **Planet Earth** | SINV | 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. | Edwards, Benjamin |
| ERSC | 142 | **Earth History** | SINV | A study of the origin and evolution of the Earth, continents, atmosphere, ocean, and life over 4.6 billion years of Earth history. Topics will include deep time; plate tectonics and mountain building; continental position, ocean circulation, and climate change; expansion of biodiversity from single cells to higher order plants and animals including the rise of humans; mass extinctions; the theory of evolution; and the influence of historic earth processes on the formation of mineral and energy resources. Labs and Field trips will test geological and paleontological hypotheses regarding the reconstruction and interpretation of ancient sedimentary environments and biomes in the local area. | Niemitz, Jeffrey |
| ERSC | 218 | **Geographic Information Systems** | SINV | Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Cross-listed as ARCH 218 and ENST 218. | Kennedy, Robyn |
| ERSC | 307 | **Paleontology** | SCON | A systematic study of the invertebrate and vertebrate fossil groups, plants, and their evolution and relationships to living forms. | Key, Marcus |
| ERSC | 311 | **Climate Change, Rivers, and Chinese Society** | SCON | This course is an interdisciplinary, globally integrated course that begins with a two-week field trip to North China in January 2015. Sites visited on the field trip introduce students to the geography of the Yellow River basin and sites of human habitation long the river's course, as well as some sites that help students understand China's history more broadly. During the field trip portion of the course, students will create blogs and podcasts to post on a website based on their experiences in China. The course integrates climate change in East Asia and its geography with the history of populations that are identified with the Chinese state. The course focuses equally on 1) the impact of long term changes in the climate and land forms of the region, especially its large river systems, and 2) the consequences of human activity for environmental change as populations exploit natural environments, especially rivers, for livelihood, state revenues, and the market. Although the course is broadly historical, it includes case studies to illustrate in concrete detail critical aspects of longer-term trends, such as course shifts in the Yellow River, the role of irrigation in the formation of Chinese civilization, deforestation in North China, the Three Gorges Dam project, agricultural sustainability, and other important topics. Cross-listed as ANTH 245, ENST 311, EASN 206. | Hill, Ann, Zhuang, Kelin |
| ERSC | 311 | **Physical Climate Modeling** | SCON | In-depth studies in special geological topics to be offered on the basis of need and demand. Recent topics have included Geology of PA, Origin of Life, Quaternary Geology, and Instrumental Analysis in Geology. Cross-listed as PHYS 361. | Reed, David |
| GRMN | 210 | **Exploring German Cultures** | SCON | 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. | McGaughey, Sarah |
| GRMN | 400 | **Mountains in the German Cultural Imagination** | SCON | In this course, we will examine how mountains are transformed from places of terror in the pre-modern period to places of pleasure and leisure today. We will consider how the presence of mountains informs German, Austria and Swiss self-identity and will talk about the ecological, economic and touristic challenges facing mountains in general and the Alps in particular. Topics will also include: how the Nazis appropriate the mountains for their propaganda purposes, how and why a Himalayan mountain has come to be known as "Der Schicksalberg der Deutschen," and the discovery of the iceman "Ötzi" in the Alps. We will look not only at non-fiction texts, but the mountains in fiction, film, music and visual art, as well. | Haque, Kamaal |
| HIST | 131 | **Modern Latin American History since 1800** | SCON | 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.Cross-listed as LALC 231. | Borges, Marcelo |
| HIST | 211 | **Sex and the City: Gender, Politics, and Culture in 20th Century Urban America** | SCON | In this class, we will consider the ways in which gender and sexuality have been created, contested, defined, and performed in the urban environment. We will examine several United States cities to illuminate how gender has been inscribed on the urban environment and the ways in which "the gendered city" reflects "complex intersections of race, class, and sexual orientation." The course might include a day trip to Philadelphia; Washington, DC; or New York City. Cross-listed as AFST 220. | Moten, Crystal |
| 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. Cross-listed as AFST 320. | Ball, Jeremy |

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| 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. | Takacs, C Helen |
| INBM | 240 | **Marketing in a Global Context** | SCON | 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. | Poulton, Michael |
| INBM | 300 | **Business & Climate Change** | SCON | Our climate has changed dramatically since manufacturing activity powered by coal increased rapidly during the industrial revolution. Where are we now? The IPCC report, "Climate Change 2014: Impacts, Adaptation, and Vulnerability" assesses the risks and opportunities associated with climate change. We will study these risks and opportunities in the context of business activity and strategy. Further, we will explore the innovative products and services that some companies are developing to simultaneously grow their business and mitigate climate change forces. | Takacs, C Helen |
| INBM | 300 | **Comparative Business Ethics** | SCON | A course for IB&M majors dealing with the ethical interface of business and its international stakeholders in a variety of cultural environments. The course will focus on the contemporary realities of business people who must work in culturally diverse arenas when resolving personal and social ethical questions. As future employees and managers, students must be aware of the possible results of their actions and understand the sometimes fine ethical balance needed in reconciling the needs of the enterprise, the demands of foreign business practice, and their own principles. The course will be conducted primarily through case work as well as discussion and mock "courts of public opinion." | Poulton, Michael |
| INST | 277 | **International Politics of the Middle East** | SCON | This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as POSC 277 and MEST 266. | Webb, Edward |
| INST | 290 | **Energy Justice: People, Politics, and the Environment** | SCON | This class surveys the energy landscape of our carbon-centered civilization. From the local to the global, we question the social, political, and environmental implications of non-renewable energy resource extraction, transportation, and use. We will examine how energy associated risks and benefits are managed across people and places. The contemporary social and political landscape for global energy demand and extraction provides the foundation for the class. Analysis of individual and university-wide energy consumption will allow for localized reflection on course themes. Drawing from examples in India and the United States, we will explore development and justice considerations associated with natural resource extraction for energy purposes. A review of the social, economic, and health impacts for people directly impacted by energy procurement and transport will provide further lenses to explore justice concerns. Political and scientific efforts to improve the sustainability of energy extraction will also be analyzed. The class is structured to be accessible to students across disciplines. Cross-listed as ENST 311. | Bedi, Heather |
| JDST | 215 | **Jewish Environmental Ethics** | SINV | Since the 1960's many writers on environmental issues have blamed our contemporary enviornmental 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 Environmentla studies. Cross-listed as RELG 215. | Lieber, Andrea |
| LALC | 222 | **Contemporary Peoples of Latin America** | SCON | 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. Cross-listed as ANTH 222. | Enge, Kjell |
| LALC | 231 | **Modern Latin American History since 1800** | SCON | 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. Cross-listed as HIST 131. | Borges, Marcelo |
| LAWP | 290 | **Spatial Literacy Across the Curriculum** | SINV | Understanding how to think about problems and concepts in a spatial context is a fundamental skill that is not well taught in the current Dickinson College curriculum. Alternatively referred to as "Spatial Literacy" or "Spatial Reasoning", this type of thinking generally focuses on understanding the importance of geographic space and the relationships formed by this space. Spatial literacy, like writing and quantitative analysis, is not a stand-alone subject, but rather it is a way of thinking that is applicable to many fields of studies, and is becoming increasingly important as a valuable competency for liberal arts students throughout all divisions. This course will examine the importance of geographic space as a learning construct and explore the value of spatial literacy for problem solving, creative expression, and communication across the humanities, social science and scientific disciplines. In doing so, students will have the opportunity to consider topics within their specific areas of study, and to discover how the application of spatial thinking can enable and facilitate the problem solving process across the curriculum. Students will be introduced to an assortment of easy-to-use mapping tools that include both quantitative and qualitative techniques, and will learn how to use these tools to investigate issues and questions from a spatial perspective, incorporate spatial analysis techniques into their problem solving methodologies, and to effectively visualize their data in ways that promote a more comprehensive understanding of the problem statement. Cross-listed as ENST 311 and PMGT 290. | Ciarrocca, James |
| MEST | 266 | **International Politics of the Middle East** | SCON | This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277 and POSC 277. | Webb, Edward |
| PHYS | 132 | **Introductory Physics** | SCON | 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. | Reed, David |
| PHYS | 132 | **Introductory Physics** | SCON | 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. | English, Lars |

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| PHYS | 361 | **Physical Climate Modeling** | SCON | In-depth studies in special geological topics to be offered on the basis of need and demand. Recent topics have included Geology of PA, Origin of Life, Quaternary Geology, and Instrumental Analysis in Geology. Cross-listed as ERSC 311. | Reed, David |
| PMGT | 290 | **Spatial Literacy Across the Curriculum** | SINV | Understanding how to think about problems and concepts in a spatial context is a fundamental skill that is not well taught in the current Dickinson College curriculum. Alternatively referred to as "Spatial Literacy" or "Spatial Reasoning", this type of thinking generally focuses on understanding the importance of geographic space and the relationships formed by this space. Spatial literacy, like writing and quantitative analysis, is not a stand-alone subject, but rather it is a way of thinking that is applicable to many fields of studies, and is becoming increasingly important as a valuable competency for liberal arts students throughout all divisions. This course will examine the importance of geographic space as a learning construct and explore the value of spatial literacy for problem solving, creative expression, and communication across the humanities, social science and scientific disciplines. In doing so, students will have the opportunity to consider topics within their specific areas of study, and to discover how the application of spatial thinking can enable and facilitate the problem solving process across the curriculum. Students will be introduced to an assortment of easy-to-use mapping tools that include both quantitative and qualitative techniques, and will learn how to use these tools to investigate issues and questions from a spatial perspective, incorporate spatial analysis techniques into their problem solving methodologies, and to effectively visualize their data in ways that promote a more comprehensive understanding of the problem statement. Cross-listed as ENST 311 and LAWP 290. | Ciarrocca, James |
| POSC | 277 | **International Politics of the Middle East** | SCON | This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Cross-listed as INST 277 and MEST 266. | Webb, Edward |
| POSC | 390 | **The Politics of Environmental Protection in Asia** | SINV | This seminar takes a close look at the political, social, and legal issues that affect environmental protection in Asia. Focusing attention on China, Taiwan, Japan, and India, and by drawing upon scholarly literature in political science, sociology, law, and history, the course aims to provide students with a multidisciplinary understanding of the myriad factors which shape the content of environmental legislation and policies and how these are implemented in society. Does China's authoritarian system give environmental law more "bite"? What roles do NGO play in Asia? Does Confucianism or Hinduism make people more or less inclined to protect the environment? How do Asians deal with the impact of rapid economic growth? In short, we will try to understand the complex interaction between political, legal, and social dimensions of environmental protection in a region that is home to half of the world's population and three of the world's current and future economic powerhouses. Cross-listed as EASN 306 and ENST 311. | Diamant, Neil |
| PSYC | 340 | **Research Methods in Social Psychology** | SINV | 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. | Skelton, James |
| RELG | 215 | **Jewish Environmental Ethics** | SINV | Since the 1960's many writers on environmental issues have blamed our contemporary enviornmental 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 Environmentla studies. Cross-listed as JDST 215. | Lieber, Andrea |
| SOCI | 230 | **Environmental and Social Justice** | SCON | This course reviews social inequities in relation to environmental issues. We examine the social construction of notions of equity and justice, and apply this learning to understand how societies frame environmental risk. Drawing from domestic and international case studies, we will explore how marginalized 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 social and environmental injustices. Upon completion, students should have a deep understanding of efforts to ensure equitable distribution of environmental benefits and risks. Cross-listed as ENST 311 and SOCI 230. | Bedi, Heather |
| SOCI | 230 | **Environmental Sociology** | SINV | Environmental Sociology examines relationships between society and the environment. As populations have grown and our technologies have advanced, so has our impact on the environment.Environmental Sociology explores the political economy, the distribution of goods and bads, and seeks to find solutions to achieving sustainability.This course will examine the causes and consequences of ever-greater consumption, environmental and industrial disasters and accidents, global climate change and environmental refugees, and environmental racism and classism. | Barnum, Anthony |
| SOCI | 230 | **Sustainability: Social Justice and Human Rights** | SINV | History "is a crab scuttling sideways, a drip of soft water wearing away stone, an earthquake breaking centuries of tension." (Solnit, Rebecca, Hope in the Dark, 2004). This course will examine the importance of the environmental movement and broader definitions of sustainability. We will explore examples of direct action, of serendipitous change, and of world-changing events that have moved us more clearly toward an understanding of "our" shared future on this planet. We will survey the issues connected to sustainable systems and will focus more specifically on issues related to food, water and energy. Through readings, film, and experiential activities the course will challenge us to analyze the impact of various actors and assess our own responsibility. Cross-listed as ENST 311. | Bylander, Joyce |
| SOCI | 238 | **Consumer Culture** | SCON | 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. | Schubert, J Daniel |
| SUST | 490 | **Baird Honors Colloquium** | SINV | 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. | Leary, Cornelius |
| 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. | Oliviero, Kathryn |

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| WGST | 300 | **Gender, Migrations & Feminisms** | SCON | Why do global controversies over immigration so often center on migrant women's fertility and their children's access to education and medical care? Why do some countries accept LGBT migrants but forbid gay and lesbians from adopting children or using artificial insemination? How is marriage used in immigration procedures to shape racial and ethnic diversity? What are the gendered implications when nurses and careworkers are a country's central export?<br>This course examines how intersecting gender, sexual and ethnic hierarchies shape and are shaped by immigration. Applying insights from feminist theories of migration, students will explore how the gendered processes surrounding immigration craft concepts of nation, borders and citizenship. Readings and films examine how sexual and ethnic norms are renegotiated through the selection and regulation of immigrants. Central to our investigation is how transnational and economic forces compel migration, reshaping understandings of national belonging, workplaces, and family in the process. We will particularly consider how migrants negotiate multiple marginalizations, and in turn refashion understandings of community, identities, culture, and politics. An interdisciplinary framework combines media, law, activist, film, literary and historical accounts. | Oliviero, Kathryn |