

Sustainability

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Dickinson College

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Sustainability Course Search

Sustainability-related courses 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 (SINV) engage students in a deep and focused study of problems with sustainability as a major emphasis of the course. Sustainability Connections courses (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. Beginning with the Class of 2019, all students must complete a sustainability course as a graduation requirement.

Sustainability Course Search

Filter by Academic Term: Any Filter by Department: Any Search for word or words:

Sustainability Courses in Spring 2024

American Studies

Course Number/Term	Title/Instructor/Description	Designation
AMST-200 <i>Spring 2024</i>	Indigenous Environmental Justice <i>Schniedewind, Daniel</i> Environmental justice--as both a social movement and an affiliated area of scholarship--emphasizes the disproportionate impact of environmental harm on human communities already marginalized because of factors like race, class, and indigeneity. While Indigenous activists and scholars have strategically mobilized under the banner of environmental justice, conventional U.S. environmental justice frameworks have not always acknowledged the unique status of Indigenous communities as sovereign political and legal entities. How does this status make for distinctive articulations of "justice?" Likewise, in what ways is the term "environment" inadequate in describing the more-than-human relationships that Indigenous peoples maintain? This course will explore how Indigenous land and water protectors have long put forward visions for collective futures that diverge from intertwined histories of social and ecological violence, including through multiracial collaborations and campaigns. The course will be global in scope and will draw on a deeply interdisciplinary range of course materials.	SCON

Anthropology

Course Number/Term	Title/Instructor/Description	Designation
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Course Number/Term	Title/Instructor/Description	Designation
ANTH-101 Spring 2024	Introduction to Cultural Anthropology <i>Ellison, James</i> <i>Pesantes Villa, Maria</i> This course is a comprehensive introduction to how cultural anthropologists study culture and society in diverse contexts. We will use ethnographic case studies from across the world to examine the ways people experience and transform social relationships and culture in areas including families, gender, ethnicity, health, religion, exchange, science, and even what it means to be a person. We will examine how culture and society are embedded within, shape, and are shaped by forces of economics, politics, and environment. Offered every semester.	SCON
ANTH-205 Spring 2024	Indigenous Environmental Justice <i>Schniedewind, Daniel</i>	SCON
ANTH-262 Spring 2024	South American Archaeology <i>Biwer, Matthew</i> This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? This course is cross-listed as ARCH 262 and LALC 262.	SCON

Archaeology

Course Number/Term	Title/Instructor/Description	Designation
ARCH-218 Spring 2024	Geographic Information Systems <i>Sinha, Deb</i> 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	SCON

Course Number/Term	Title/Instructor/Description	Designation
	<p>reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Three hours per week. This course is cross-listed as ENST 218 , GEOS 218 and GISP 218.</p>	
ARCH-262 Spring 2024	<p>South American Archaeology <i>Biwer, Matthew</i></p> <p>This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? This course is cross-listed as ANTH 262 and LALC 262.</p>	SCON

Art & Art History

Course Number/Term	Title/Instructor/Description	Designation
ARTH-204 Spring 2024	<p>American Art: Power, Place, Identity <i>Lee, Elizabeth</i></p> <p>This course begins with the earliest depictions of indigenous people by European explorers and expands to consider how artists responded to the colonization and domestication of North American land. It considers how tensions around slavery in nineteenth-century American imagery played out differently across audience, medium and context and how slaves resisted narratives of white dominance and oppression. It also examines the impact of urbanization, immigration and the rise of consumer culture on the content and circulation of art, concluding with the social dislocation of the 1930s Depression and the onset of WW2. Students can expect to leave the course with a more complex understanding of American identity and cultural politics, while also developing crucial skills in critical reading, writing and visual analysis across a range of artifacts and media. Prerequisite: 101 or 102, AMST majors, or permission of the instructor.</p>	SCON

Course Number/Term	Title/Instructor/Description	Designation
ARTH-224 <i>Spring 2024</i>	Wheelwork Ceramics <i>Eng, Rachel</i> A studio course exploring expressive possibilities offered by the potters wheel. Students will examine both utilitarian and sculptural aspects of the medium. A variety of clays, glazes and firing approaches will be examined.	SCON
ARTH-226 <i>Spring 2024</i>	Ceramic Sculpture <i>Eng, Rachel</i> This introductory course examines the principal attributes of sculpture with a focus on clay as the primary fabrication material. Students will examine a range of firing, glazing, and construction techniques. Satisfies 3D requirement for the studio art major.	SCON

Biology

Course Number/Term	Title/Instructor/Description	Designation
BIOL-131 <i>Spring 2024</i>	Introduction to Organisms, Populations, and Ecosystems: Topics in Field Natural History <i>Wingert, Harold</i> This introductory course spans levels of biological organization from basic multicellular microanatomy to organismal physiology and ecology, as understood through the lens of evolution. Course content will be focused around a specific theme determined by the instructor, and will include evolutionary principles of variation, selection, competition and cooperation, and how their operation at different levels of organization accounts for form and function of organisms, communities, and ecosystems. We will investigate homeostasis, reproduction and development as physiological processes that take place within organisms, and as ecological processes that interact with the environment and generate diversity of form over evolutionary time. Finally we will take stock of the existing forms and levels of biological organization and ask how their relationships establish the biosphere in which we live. Three hours classroom and three hours laboratory a week. This is one of two courses required of all Biology majors before entering the upper level. It is complementary to BIOL 132 – Introduction to Molecules, Genes, and Cells, and the courses may be taken in either order.	SINV
BIOL-131 <i>Spring 2024</i>	Introduction to Organisms, Populations, and Ecosystems: Topics in Ocean Ecology <i>Potthoff, Michael</i> This introductory course spans levels of biological organization from basic multicellular microanatomy to organismal physiology and ecology, as understood through the lens of evolution. Course content will be focused around a sp	SINV

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	<p>ecific theme determined by the instructor, and will include evolutionary principles of variation, selection, competition and cooperation, and how their operation at different levels of organization accounts for form and function of organisms, communities, and ecosystems. We will investigate homeostasis, reproduction and development as physiological processes that take place within organisms, and as ecological processes that interact with the environment and generate diversity of form over evolutionary time. Finally we will take stock of the existing forms and levels of biological organization and ask how their relationships establish the biosphere in which we live. Three hours classroom and three hours laboratory a week. This is one of two courses required of all Biology majors before entering the upper level. It is complementary to BIOL 132 – Introduction to Molecules, Genes, and Cells, and the courses may be taken in either order.</p>	
BIOL-342 <i>Spring 2024</i>	<p>Structure and Function of Biomolecules w/Lab <i>Connor, Rebecca</i> <i>Rathbun, Colin</i></p> <p>This course is an introductory biochemistry course focused on the chemistry of the major molecules that compose living matter. The structure and function of the major classes of biomolecules (nucleic acids, proteins, lipids, and carbohydrates) are addressed along with other topics including bioenergetics, enzyme catalysis, and information transfer at the molecular level. The laboratory portion of the course focuses on methods used to study the properties and behavior of biological molecules and their functions in the cell. Three hours lecture and four hours of laboratory per week. Prerequisite: CHEM 242; an introductory biology course is highly recommended. This course is cross-listed as CHEM 342.</p>	SCON

Chemistry

Course Number/Term	Title/Instructor/Description	Designation
CHEM-132 <i>Spring 2024</i>	<p>General Chemistry II with Lab <i>Barker, Kathryn</i></p> <p>A continuation of Chemistry 131. Topics covered in the second semester will include: kinetics, equilibrium, acids, bases, and buffers, thermodynamics, electrochemistry, nuclear chemistry, and transition metal chemistry. Three hours of classroom and three hours of laboratory per week. Prerequisite: 131.</p>	SCON
CHEM-342 <i>Spring 2024</i>	<p>Structure and Function of Biomolecules w/Lab <i>Connor, Rebecca</i> <i>Rathbun, Colin</i></p> <p>This course is an introductory biochemistry course focused on the chemistry</p>	SCON

Course Number/Term	Title/Instructor/Description	Designation
	of the major molecules that compose living matter. The structure and function of the major classes of biomolecules (nucleic acids, proteins, lipids, and carbohydrates) are addressed along with other topics including bioenergetics, enzyme catalysis, and information transfer at the molecular level. The laboratory portion of the course focuses on methods used to study the properties and behavior of biological molecules and their functions in the cell. Three hours lecture and four hours of laboratory per week. Prerequisite 242; an introductory biology course is highly recommended. This course is cross-listed as BIOL 342.	

Economics

Course Number/Term	Title/Instructor/Description	Designation
ECON-222 Spring 2024	Environmental Economics <i>Singh, Sanjay</i> 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 lifestyle and some not, are evaluated. Prerequisite: 111.	SINV
ECON-226 Spring 2024	Global Economy <i>Alam, Shamma</i> The course introduces economic theory that builds on ideas from introductory microeconomics and macroeconomics. It uses that theory as a framework for examining developments in the changing global system. Developments include the revolution in information technology; the dynamics of human population growth; the implications of climate change; challenges to human security; and emerging patterns of organizational interdependence and collaboration. Those developments provide the context for business managers and for government officials responsible for shaping strategies and implementing policies. Prerequisite: ECON 111 and 112; concurrent enrollment in ECON 112 by permission of the instructor. This course is cross-listed as INST 200.	SCON
ECON-230 Spring 2024	Political Economy of Gender <i>Kongar, Mesude</i> Political Economy of Gender adopts a gender-aware perspective to examine how people secure their livelihoods through labor market and nonmarket work.	SCON

Course Number/Term	Title/Instructor/Description	Designation
	rk. The course examines the nature of labor market inequalities by gender, race, ethnicity and other social categories, how they are integrated with non-market activities, their wellbeing effects, their role in the macroeconomy, and the impact of macroeconomic policies on these work inequalities. These questions are examined from the perspective of feminist economics that has emerged since the early 1990s as a heterodox economics discourse, critical of both mainstream and gender-blind heterodox economics. While we will pay special attention to the US economy, our starting point is that there is one world economy with connections between the global South and the North, in spite of the structural differences between (and within) these regions. For ECON 230: ECON 111 (ECON 112 recommended); For SOCI 227: SOCI 110 or ECON 111; For WGSS 202: none (ECON 111 recommended) This course is cross-listed as SOCI 227 & WGSS 202.	
ECON-288 Spring 2024	Contending Economic Perspectives <i>Kongar, Mesude</i> A study of major heterodox economic theories such as Marxian, institutional, feminist, post-Keynesian, or Austrian economics. Students will study these contending economic perspectives through their historical evolution, methods and theoretical structures, and/or current policy debates. Prerequisites: 111 and 112.	SCON
ECON-496 Spring 2024	Political Economy of Health <i>Kongar, Mesude</i> Permission of Instructor Required. In a world of unprecedented wealth, the average life-expectancy in some parts of the world is as low as 49 years. Almost 2 million children die each year because they lack access to clean water and adequate sanitation. 100 million women are not alive today due to unequal access to nutrition, care and economic resources. In the United States, infant mortality rates are significantly higher among African-Americans. What are the political and economic conditions which lead to these differences in well-being across and within nations? In this course, students will examine the relationships between health and political and economic conditions world populations face today. The emphasis throughout the course will be on how socioeconomic inequalities based on gender, race, class, sexual orientation, nationality and other social categories affect health and well-being outcomes.	SCON

Environmental Studies

Course Number/Term	Title/Instructor/Description	Designation
ENST-162 Spring 2024	Integrative Environmental Science <i>Benka-Coker, Akinwande</i>	SINV

Course Number/Term	Title/Instructor/Description	Designation
	<p><i>Decker, Allyssa</i></p> <p>This course is an introduction to interdisciplinary environmental science. Students will learn to draw upon a variety of natural sciences to identify and address environmental challenges. Students will examine environmental issues analytically, learn to evaluate existing data, and begin to develop skills for acquiring new knowledge via the scientific method. They will be exposed to basic techniques for assessing environmental problems in lectures, laboratory exercises, and fieldwork. Three hours classroom and three hours laboratory a week. Prerequisite: 161</p>	
ENST-218 Spring 2024	<p>Geographic Information Systems</p> <p><i>Sinha, Deb</i></p> <p>Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Three hours per week. This course is cross-listed as ARCH 218, GEOS 218 and GISP 218.</p>	SCON
ENST-280 Spring 2024	<p>Environmental and Social Justice</p> <p><i>Bedi, Heather</i></p> <p>This course reviews social inequalities in relation to environmental issues. We examine the social construction of equity and justice, and apply this learning to understand how societies frame environmental risk. Drawing from domestic and international case studies, we explore how marginalized people and communities disproportionately experience environmental externalities. The social and environmental consequences of uneven development across place exemplify justice and capitalism contradictions. Examples of community agency to re-appropriate or reframe their environment will allow us to understand collective action to counter social and environmental injustices. This course is cross-listed with SOCI 230.</p>	SINV
ENST-303 Spring 2024	<p>Radical Hope in the Age of the Anthropocene</p> <p><i>Sinha, Deb</i></p> <p>As we live through times with rapidly worsening social and ecological conditions, it is difficult to feel a sense of hope in the future of our species and the planet. While there are numerous proposed plans and solutions, we seem to</p>	SCON

Course Number/Term	Title/Instructor/Description	Designation
	<p>be failing to meet the growing world crisis at social, political, economic and environmental levels. During these times of overwhelming ecological crises, it is important not to be soothed by narratives of “techno-optimism” or “greening” of “business as usual” resolving our current crisis. The purpose of this course is to help us understand how to rediscover hope by identifying our current existential blind spots, reject the notion that we cannot change the ways things are at present, and embrace the idea that positive collective change is essential to thrive in the age of the Anthropocene. “To be truly radical is to make hope possible, rather than despair convincing” - Raymond Williams.</p>	
ENST-305 Spring 2024	<p>Ornithology <i>Van Fleet, Pamela</i></p> <p>The class room 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 anthropocentric 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 a 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.</p>	SCON
ENST-372 Spring 2024	<p>Environment, Conflict and Peace <i>Beevers, Michael</i></p> <p>The goal of this class is to examine the complex relationships between the environment, conflict and peace. We will discuss the emergence of the environment as a topic of conflict and peace studies, and ask if the environment should be a security concern. We will scrutinize the extent to which environmental degradation, resource scarcity, natural resource wealth, and even climate change, increases the likelihood of violent conflict, and discuss the environmental consequences of war itself. We will explore whether environmental cooperation reduces the risk of violent conflicts, and whether responses to environmental problems can serve as catalyst for peace. We will strive to understand how international institutions—governmental, intergovernmental and non-governmental—act to address security and peacebuilding challenges linked to the environment. The course approaches the topic from different levels of</p>	SCON

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	analysis (local, national, transnational and supranational), diverse theoretical frameworks and analytical methods and range of environmental issue areas. Finally, we will use a broad range of materials, employ lectures and seminar-like discussions and incorporate field trips and guest speakers. Prerequisite: 161 or INST/POSC 170.	
ENST-406 <i>Spring 2024</i>	Environmental Innovations and Activism Capstone <i>Bedi, Heather</i> Innovative approaches are needed to address urgent environmental and social concerns, including the climate crisis. As a capstone in Environmental Studies and Science, this course will examine environmental challenges, innovations, and activism from natural science, social science, and humanities perspectives. Following a review of key course concepts, the group will explore how diverse actors, groups, and governments approach environmental innovations and activism. Students will each select an environmental challenge and examine related innovations or activism for their capstone project. These student topics will frame the focal areas for course case studies and will allow the class to examine how a range of stakeholders attempt to contest and address pressing environmental issues.	SCON

Film & Media Studies

Course Number/Term	Title/Instructor/Description	Designation
FMST-320 <i>Spring 2024</i>	Dickinson Wears Prada <i>Marini Maio, Nicoletta</i> Note: Part of the Fashioning the Body, Shaping the Nation Mosaic. Additional Time Slot: Wed. 3-4 pm for FLIC Students in Bosler 305. In Italian culture, fashion plays a vital role in enabling individuals to construct, sculpt and express their identities. This course examines Italian fashion as a cultural dimension, an industry, and an indicator of social change. We will analyze fashion "texts," such as ads, pictures, feature films, documentaries, television shows, fashion shows, magazines, and literary pieces to investigate the fashion universe from multiple critical perspectives (including history, semiotics, culture, ethnicity, and gender). A specific section will be devoted to explore sustainable fashion. This course is taught in English. It can be taken on its own or as part of the spring 2024 mosaic, "Fashioning the Body, Shaping the Nation: Fashion through the lens of History, Culture, Gender, and Race." An FLIC in Italian is offered for Italian minors/majors and INBM and International Studies majors (who have completed ITAL 231) on Wednesdays from 3-4pm.	SCON

French

Course Number/Term	Title/Instructor/Description	Designation
FREN-302 Spring 2024	Issues in Contemporary French Society <i>Laurent, Dominique</i> This course is designed to give students an understanding of the main tensions and controversies of contemporary French culture. Focusing on political, social, and economic topics such as Americanization, regionalism, immigration, France's place in the European Union, the course facilitates acculturation in France or provides an academic substitute for that experience. Prerequisite: FREN 231 or FREN 232.	SCON

Geosciences

Course Number/Term	Title/Instructor/Description	Designation
GEOS-151 Spring 2024	Foundations of Earth Sciences <i>Edwards, Benjamin</i> How do mountains and oceans form? Why do the positions of continents shift? Can rocks bend or flow? What is the history of life on our planet? This course explores the materials that make up the Earth and the processes that shape it, both at and below the surface. Students will take field trips around the Carlisle area as well as complete analytical and computer laboratory activities in order to acquire basic field, laboratory, and computer modelling skills. This course serves as a gateway to the Earth Sciences major, but is also appropriate for non-majors. Three hours of lecture and three hours of lab per week.	SCON
GEOS-218 Spring 2024	Geographic Information Systems <i>Sinha, Deb</i> Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Three hours per week. This course is cross-listed as ARCH 218, ENST 218 and GISP 218.	SCON
GEOS-221 Spring 2024	Oceanography <i>Hayes, Jorden</i>	SCON

Course Number/Term	Title/Instructor/Description	Designation
	An interdisciplinary introduction to the marine environment, including the chemistry of seawater, the physics of currents, water masses and waves, the geology of ocean basins, marine sediments and coastal features, and the biology of marine ecosystems. Topics include the theory of plate tectonics as an explanation for ocean basins, mid-ocean ridges, trenches, and island arcs. The interaction of man as exploiter and polluter in the marine environment is also considered. Three hours classroom and three hours laboratory per week. Prerequisite: One introductory lab science or permission of instructor. Offered every other year.	
GEOS-250 Spring 2024	Introduction to Arctic Studies <i>Edwards, Benjamin</i> This course is designed to give a broad introduction to the physical/social geography, geology and ecology of the Arctic region of earth particularly through the lens of global climate change. Students will use a variety of media (lectures, readings, videos, blogs) to build knowledge about this critical region of earth to serve as a basis for individual and group projects on a specific Arctic region (e.g., Siberia, Svalbard, Greenland, Iceland, Nunavut, Alaska) and to pick (e.g., climate change, Arctic tourism, Arctic flora/fauna species, Arctic archaeology, Arctic exploration). Learning goals include: i) exposure to spatial analysis and Geographic Information Systems, ii) foundational knowledge of the Arctic cryosphere and its response to climate change, geological history, human geography and ecological systems, and iii) mastery of Arctic geography. Course meetings will include student presentations, fieldtrips and basic GIS instruction.	SCON
GEOS-331 Spring 2024	Geochemistry <i>Thibodeau, Alyson</i> An introduction to the origin, distribution, and behavior of elements in the geochemical cycles and processes of the atmosphere, hydrosphere, and lithosphere. Topics include the chemistry of magma, hydrothermal fluids, weathering, fresh and ocean waters, sediment diagenesis, hydrocarbons, and metamorphism. Includes radiometric dating and stable isotope applications. Lab will focus on sampling, instrumental analysis, and data interpretation of earth materials. Prerequisites: 151 and CHEM 131 or 141, or permission of instructor. Offered every other year.	SCON

Geographic Info Systems Prog

Course Number/Term	Title/Instructor/Description	Designation
GISP-218 Spring 2024	Geographic Information Systems <i>Sinha, Deb</i>	SCON

Course Number/Term	Title/Instructor/Description	Designation
	<p>Geographic Information Systems (GIS) is a powerful technology for managing, analyzing, and visualizing spatial data and geographically-referenced information. It is used in a wide variety of fields including archaeology, agriculture, business, defense and intelligence, education, government, health care, natural resource management, public safety, transportation, and utility management. This course provides a fundamental foundation of theoretical and applied skills in GIS technology that will enable students to investigate and make reasoned decisions regarding spatial issues. Utilizing GIS software applications from Environmental Systems Research Institute (ESRI), students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The course will culminate in a final, independent project in which the students design and prepare a GIS analysis application of their own choosing. Three hours per week. This course is cross-listed as ARCH 218, ENST 218 and GEOS 218.</p>	

History

Course Number/Term	Title/Instructor/Description	Designation
HIST-206 Spring 2024	American Environmental History <i>Pawley, Emily</i> Examines the interaction between humans and the natural environment in the history of North America. Explores the problem of sustainable human uses of the North America environment from the pre-colonial period to the present. Also serves as an introduction to the subfield of environmental history, which integrates evidence from various scientific disciplines with traditional documentary and oral sources. Topics include: American Indian uses of the environment, colonial frontiers, agricultural change, industrialization, urbanization, westward expansion, the Progressive-Era conservation movement, changes in lifestyle and consumption including their increasingly global impact, shifts in environmental policy, and the rise of the post-World War II environmental movement.	SINV

Intl Business & Management

Course Number/Term	Title/Instructor/Description	Designation
INBM-100 Spring 2024	Fundamentals of Business <i>Riccio, Steven</i> This course features an introductory focus on a wide range of business subjects including the following: business in a global environment; forms of business	SCON

Course Number/Term	Title/Instructor/Description	Designation
	ss ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making; ethics; marketing; accounting; management information systems; human resources; finance; business law; taxation; uses of the internet in business; and how all of the above are integrated into running a successful business. You will learn how a company gets ideas, develops products, raises money, makes its products, sells them and accounts for the money earned and spent. This course will not fulfill a distribution requirement.	
INBM-300 <i>Spring 2024</i>	Consumer Behavior <i>Wade, Wade</i> Marketing requires an understanding of the needs, wants, and values of consumers. This course is designed to introduce students to the psychology of consumption and provide tools for understanding how individuals make decisions in marketplace contexts. In this course, we will draw upon a research-based curriculum to explore how motivation, attitude, attention, memory, cultural background, emotion, and other factors shape consumer behavior. We will learn how consumers process information and use products to solve problems. Additionally, we will explore the insights that marketing reveals about the workings of the consumer mind.	SCON
INBM-300 <i>Spring 2024</i>	Marketing for Social Impact <i>Watson, Forrest</i> Private, public, and third sector firms increasingly use marketing strategies to create social impact among their stakeholders. In this course, students will learn how social marketing techniques are used to influence individuals or groups to change their behavior in ways that benefit society. We will address global issues that impact society (e.g., environmental sustainability, health behaviors, racial inequalities, etc.), consider the complexity of systemic problems, and debate the ethics of behavior change. We will also consider corporate social initiatives to engage their customers in social good. Students will develop a real-world social marketing plan to benefit the community.	SCON

International Studies

Course Number/Term	Title/Instructor/Description	Designation
INST-200 <i>Spring 2024</i>	Global Economy <i>Alam, Shamma</i> The course introduces economic theory that builds on ideas from introductory microeconomics and macroeconomics. It uses that theory as a framework for examining developments in the changing global system. Developments include the revolution in information technology; the dynamics of human population; and the impact of globalization on the world economy.	SCON

Course Number/Term	Title/Instructor/Description	Designation
	lation growth; the implications of climate change; challenges to human security; and emerging patterns of organizational interdependence and collaboration. Those developments provide the context for business managers and for government officials responsible for shaping strategies and implementing policies. Prerequisite: ECON 111 and 112; concurrent enrollment in ECON 112 by permission of the instructor. This course is cross-listed as ECON 226.	
INST-277 Spring 2024	International Politics of the Middle East <i>Webb, Edward</i> This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Prerequisite: one course in any of International Studies, Middle East Studies, or Political Science. This course is cross-listed as POSC 277 and MEST 266.	SCON
INST-290 Spring 2024	Environment, Conflict and Peace <i>Beevers, Michael</i>	SCON
INST-290 Spring 2024	Immigration Politics: Gender, Race and Sexuality in Contemporary Migration <i>Oliviero, Kathryn</i> Why do global controversies over immigration so often center on migrant women's fertility and their children's access to government benefits? Why do some countries accept LGBTQ migrants but deny them the right to adopt, use assisted reproductive technologies, or extend citizenship to their children? How are efforts to limit marriage-and-family based migration racialized and classed? What are the gendered implications when nurses are a country's central export? Could building a border wall or sending refugees back stop unwanted immigration? This course examines how intersecting gender, sexual and ethnic hierarchies shape and are shaped by immigration. Applying insights from feminist and queer theories of migration, students will explore how the gendered processes surrounding immigration craft concepts of nation, borders and citizenship. Readings and films examine how racial and sexual norms are renegotiated through the selection and regulation of immigrants. Central to our investigation is how transnational and economic forces compel migration, reshaping understandings of national belonging, workplaces, and family in the process. We will particularly consider how migrants negotiate multiple marginalizations, and in turn refashion understandings of community, identities, culture, and politics. An interdisciplinary framework combines sociological, historical, legal, activist, media, literary and artistic accounts. Prerequisite: One WGS or SOCI course, or permission of instructor; not appropriate for first-year students.	SCON

Course Number/Term	Title/Instructor/Description	Designation
INST-290 <i>Spring 2024</i>	U.S. Public Diplomacy in the Arab World <i>Siekert, Magda</i> Part of the Globally Integrated Program in Israel and Palestine.	SCON

Italian

Course Number/Term	Title/Instructor/Description	Designation
ITAL-201 <i>Spring 2024</i>	Intermediate Italian <i>Lanzilotta, Luca</i> Intensive introduction to conversation and composition, with special attention to grammar review and refinement. Essays, fiction and theater, as well as Italian television and films, provide opportunities to improve familiarity with contemporary Italian language and civilization. Prerequisite: 102 or the equivalent. This course fulfills the language graduation requirement.	SCON
ITAL-323 <i>Spring 2024</i>	Dickinson Wears Prada <i>Marini Maio, Nicoletta</i> Part of the Fashioning the Body, Shaping the Nation Mosaic. Additional Time Slot Wednesday 3:00-4:00pm for FLIC Students in Bosler 305. In Italian culture, fashion plays a vital role in enabling individuals to construct, sculpt and express their identities. This course examines Italian fashion as a cultural dimension, an industry, and an indicator of social change. We will analyze fashion "texts," such as ads, pictures, feature films, documentaries, television shows, fashion shows, magazines, and literary pieces to investigate the fashion universe from multiple critical perspectives (including history, semiotics, culture, ethnicity, and gender). A specific section will be devoted to explore sustainable fashion. This course is taught in English. It can be taken on its own or as part of the spring 2024 mosaic, "Fashioning the Body, Shaping the Nation: Fashion through the lens of History, Culture, Gender, and Race." An FLIC in Italian is offered for Italian minors/majors and INBM and International Studies majors (who have completed ITAL 231) on Wednesdays from 3-4pm.	SCON

Lat Am/Latinx/Caribbean Studies

Course Number/Term	Title/Instructor/Description	Designation
LALC-262 <i>Spring 2024</i>	South American Archaeology <i>Biwer, Matthew</i> This course examines the development of prehistoric societies in the South American continent through archaeological data. This course will explore the	SCON

Course Number/Term	Title/Instructor/Description	Designation
	interactions of culture, economics, and politics in the prehistory of two major regions: the western Andean mountains and Pacific coast, and the eastern lowlands focusing on the Amazon River basin and Atlantic coast. In addition to learning the particular developments in each region, we will address three overarching themes: 1) What role did the environment play in shaping socio-political developments? 2) What influence do ethnographic and ethno-historical sources have on the interpretation of pre-Hispanic societies in South America? 3) What were the interactions between highland and lowland populations, and what influence did they have (if any) on their respective developments? This course is cross-listed as ARCH 262 and ANTH 262.	

Middle East Studies

Course Number/Term	Title/Instructor/Description	Designation
MEST-233 <i>Spring 2024</i>	U.S. Public Diplomacy in the Arab World <i>Siekert, Magda</i> Part of the Globally Integrated Program in Israel and Palestine. This course introduces the students to the theory and practice of U.S. public diplomacy in the Arab world from a historical and a comparative perspective, looking at past challenges, successes and failures. The course examines the role of public diplomacy in the context of U.S. strategic interests in the region, U.S. efforts to promote democratic governance in the Arab world through the use of public diplomacy tools including traditional and new media, cultural exchanges, and educational programs. Students will debate whether public diplomacy should be integrated into the policy-making process, and how it could complement traditional diplomacy and advance political, military, and economic policies.	SCON
MEST-266 <i>Spring 2024</i>	International Politics of the Middle East <i>Webb, Edward</i> This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Prerequisite: one course in any of International Studies, Middle East Studies, or Political Science. This course is cross-listed as POSC 277 and INST 277.	SCON

Music-Academic

Course	Title/Instructor/Description	Designation
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Number/Term		
MUAC-357 <i>Spring 2024</i>	Ear to the Earth <i>Gray, Lila Ellen</i> What might we learn about our relationships to the environment by orienting our ears to the earth? From the sounds of melting glaciers in the Antarctic to indigenous sound worlds in the rainforest of Papua New Guinea, where a gifted composer might have once collaborated with sounds of waterfalls and birds--- what can learn about our environment by listening to it? What perspectives might tuning into sound lend to thinking about climate change and resilience? This interdisciplinary seminar introduces students to a diverse range of approaches to using sound and music as modalities through which to understand human relationships to the natural world and the environment, from diverse historical moments, cultural contexts, and geographies. Our explorations will include: environmental sound recordings and soundscape compositions, documentary films and ethnographic accounts, and emerging work at the intersection of acoustic ecology, the arts, the humanities, and the social sciences. Students will conduct local place-based observations in select outdoor environments. Guided writing assignments on sound recordings, site observations, readings, and viewings, will assist students in developing skills in description, analysis, and reflection. No musical note reading skills are necessary. Prerequisites: MUAC 209, 210, 211, or 212 OR ENST 161 (for ENST/ENSC majors) OR permission of instructor	SCON

Physics

Course Number/Term	Title/Instructor/Description	Designation
PHYS-114 <i>Spring 2024</i>	Climate Change and Renewable Energies <i>Pfister, Hans</i> An introduction to the physics of global climate change and a hands-on exposure to several types of renewable energy. The first third of this project-centered course introduces the basic physical principles of global climate change with a focus on radiative equilibrium, greenhouse effect, energy balance, and entropy. Since the energy sources of an energetically sustainable future will consist of renewable energies and possibly thermonuclear fusion energy, the remaining two thirds of the course is devoted to an exploration of wind turbines, solar concentrators, thermoelectric convertors, and photovoltaic systems. This course will not count toward major requirements in physics. Offered every two years.	SINV

Political Science

Course Number/Term	Title/Instructor/Description	Designation
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Course Number/Term	Title/Instructor/Description	Designation
POSC-277 <i>Spring 2024</i>	International Politics of the Middle East <i>Webb, Edward</i> This course examines key factors and events in the formation of the modern Middle East state system and evolving patterns of conflict and cooperation in the region. Students will apply a range of analytical approaches to issues such as the conflicts between Arabs and Israelis, Iraq's wars since 1980, and the changing place of the region in global politics and economics. Prerequisite: one course in any of International Studies, Middle East Studies, or Political Science. This course is cross-listed as MEST 266 and INST 277.	SCON

Psychology

Course Number/Term	Title/Instructor/Description	Designation
PSYC-120 <i>Spring 2024</i>	Introduction to Health Psychology <i>Guardino, Christine</i> This course is designed to provide a broad overview of the interdisciplinary field of health psychology, which uses scientific research methods to study the bi-directional relationship between psychology and health. We will discuss psychological states such as stress and how they affect the body, and mental processes such as finding meaning that are associated with effective coping and positive health outcomes. We will also study health behaviors such as exercise, sleep, eating, and substance use. Finally, we will explore how psychological concepts and research can be applied to health promotion and illness prevention. Course content will be especially relevant to students considering careers in health care or public health.	SCON

Religion

Course Number/Term	Title/Instructor/Description	Designation
RELG-116 <i>Spring 2024</i>	Religion, Nature, and the Environment <i>Vann, Jodie</i> This course explores how various religious and spiritual traditions have understood, conceptualized, and interacted with the natural world. Incorporating from both conventional religions (such as Catholicism, Judaism, and Buddhism) as well as newer spiritual forms (like Contemporary Paganism), the course provides a comparative survey of the relationships between religiosity and nature. Themes under examination include notions of human dominion, stewardship, panentheism, and naturalism. Students will consider how religious ideologies have shaped conceptions of nature, and how changing understandin	SCON

Course Number/Term	Title/Instructor/Description	Designation
	gs of the natural world have challenged religious ideas.	

Russian

Course Number/Term	Title/Instructor/Description	Designation
RUSS-248 <i>Spring 2024</i>	Russian Culture and the Environment <i>DeBlasio, Alyssa</i> Russia is the largest country in the world. It contains some of our largest supplies of natural resources, including the most voluminous freshwater lake and the most square miles of forest. Russia and the Soviet Union have also been home to devastating environmental catastrophes, such as the Chernobyl nuclear disaster. It is thus fitting that the theme of the environment—both natural and man-made—have played a pivotal role in the Russian cultural imagination of the past two centuries. This course will look at how Russian and Soviet culture from the nineteenth century to the present engage with the theme of the environment over a variety of genres, including literature, film, journalism, and art. No knowledge of Russian is required. Taught in English. Offered every three years.	SCON

Soc Innovation/Entrepreneurship

Course Number/Term	Title/Instructor/Description	Designation
SINE-400 <i>Spring 2024</i>	Senior Seminar in Social Innovation and Entrepreneurship <i>Beevers, Michael</i> This capstone course builds on and integrates the key concepts of the introductory course in this certificate program by requiring students to reflect on, synthesize, and apply knowledge gained through their academic programs and experiential learning experiences. The focus will be on creating shared value, which simultaneously enriches social, ecological, and economic systems. Through exercises in strategy formulation and implementation, students will gain an appreciation for the challenges and rewards associated with conceiving and transforming innovative solutions into new products, services, and/or initiatives that change our world in meaningful ways. In imagining these pathways for success, we will also address the importance of compassionate leadership, tools that nurture vital social connections, and the power of our own agency. Offered every fall.	SINV

Sociology

Course Number/Term	Title/Instructor/Description	Designation
SOCI-227 Spring 2024	Political Economy of Gender <i>Kongar, Mesude</i> Political Economy of Gender adopts a gender-aware perspective to examine how people secure their livelihoods through labor market and nonmarket work. The course examines the nature of labor market inequalities by gender, race, ethnicity and other social categories, how they are integrated with non-market activities, their wellbeing effects, their role in the macroeconomy, and the impact of macroeconomic policies on these work inequalities. These questions are examined from the perspective of feminist economics that has emerged since the early 1990s as a heterodox economics discourse, critical of both mainstream and gender-blind heterodox economics. While we will pay special attention to the US economy, our starting point is that there is one world economy with connections between the global South and the North, in spite of the structural differences between (and within) these regions. For ECON 230: ECON 111 (ECON 112 recommended); For SOCI 227: SOCI 110 or ECON 111; For WGSS 202: none (ECON 111 recommended). This course is cross-listed as ECON 230 & WGSS 202.	SCON
SOCI-230 Spring 2024	Environmental and Social Justice <i>Bedi, Heather</i> This course reviews social inequalities in relation to environmental issues. We examine the social construction of equity and justice, and apply this learning to understand how societies frame environmental risk. Drawing from domestic and international case studies, we explore how marginalized people and communities disproportionately experience environmental externalities. The social and environmental consequences of uneven development across place exemplify justice and capitalism contradictions. Examples of community agency to re-appropriate or reframe their environment will allow us to understand collective action to counter social and environmental injustices.	SINV
SOCI-237 Spring 2024	Global Inequality <i>Lee, Helene</i> Exploring the relationship between globalization and inequality, this course examines the complex forces driving the integration of ideas, people, societies and economies worldwide. This inquiry into global disparities will consider the complexities of growth, poverty reduction, and the roles of international organizations. Among the global issues under scrutiny, will be environmental degradation; debt forgiveness; land distribution; sweatshops, labor practices and standards; slavery in the global economy; and the vulnerability of the world's children. Under specific investigation will be the social construction and processes of marginalization, disenfranchisement and the effects of globalization that have reinforced the division between the world's rich and poor. Offered every year.	SCON

Course Number/Term	Title/Instructor/Description	Designation
SOCI-310 <i>Spring 2024</i>	Immigration Politics: Gender, Race and Sexuality in Contemporary Migration <i>Oliviero, Kathryn</i> Why do global controversies over immigration so often center on migrant women's fertility and their children's access to government benefits? Why do some countries accept LGBTQ migrants but deny them the right to adopt, use assisted reproductive technologies, or extend citizenship to their children? How are efforts to limit marriage-and-family based migration racialized and classed? What are the gendered implications when nurses are a country's central export? Could building a border wall or sending refugees back stop unwanted immigration? This course examines how intersecting gender, sexual and ethnic hierarchies shape and are shaped by immigration. Applying insights from feminist and queer theories of migration, students will explore how the gendered processes surrounding immigration craft concepts of nation, borders and citizenship. Readings and films examine how racial and sexual norms are renegotiated through the selection and regulation of immigrants. Central to our investigation is how transnational and economic forces compel migration, reshaping understandings of national belonging, workplaces, and family in the process. We will particularly consider how migrants negotiate multiple marginalizations, and in turn refashion understandings of community, identities, culture, and politics. An interdisciplinary framework combines sociological, historical, legal, activist, media, literary and artistic accounts. Prerequisite: One WGSS or SOCI course, or permission of instructor; not appropriate for first-year students. Cross-listed as WGSS 310.	SCON

Spanish

Course Number/Term	Title/Instructor/Description	Designation
SPAN-231 <i>Spring 2024</i>	Gastronomy and Health in the Basque Country <i>Arnedo, Maria Asuncion</i> Part of the Globally Integrated Semester in Spain.	SCON

Theatre & Dance

Course Number/Term	Title/Instructor/Description	Designation
THDA-214 <i>Spring 2024</i>	Body and Place <i>Crawley-Woods, Erin</i> "Body is our first environment. It is the medium through which we know the earth." Andrea Olsen Drawing from movement ecology, somatic practice, site-specific artistic investigation, and current conversations in the multidisciplinary	SCON

Course Number/Term	Title/Instructor/Description	Designation
	nary field of Environmental Humanities, this course is an embodied interrogation of Olsen's statement. How can we explore our body as an environment? What does it mean for this to be the medium through which we know the earth? What is this knowing good for? Through reading, discussion and creative projects (many of which will take place outdoors) we will investigate how our interactions with built and natural environments influences our perception of space and place and our role within it. What shifts in our relationship and approach to the pressing environmental issues of our time when we experience ourselves as a part of nature?	
THDA-230 Spring 2024	Design Principles and Practices for the Stage <i>Barrett, Kent</i> <i>Bounds, Julianne</i> A study of the language, principles, elements, and tools designers use to both formulate and communicate ideas as part of the collaborative process. Students will learn the basic elements of composition for stage design and will see how these elements function in the areas of costuming, lighting, scenery, and sound. Two hours classroom and three hours laboratory per week.	SCON
THDA-316 Spring 2024	Dance History Seminar: Modernism and the Body <i>Skaggs, Sarah</i> This course will focus on contemporary dance history using theoretical frameworks that interrogate how race, class and gender resist, assimilate, and converge to create the construction of American modern concert dance. We will explore how the politics of the dancing female body on the concert stage produced a radicalized agenda for contemporary dance. We will address key themes and questions throughout the semester, questions such as: What makes a body "modern?" How does the feminist agenda on the concert stage aid in the construction of a "modern" body? What was the role of appropriating from exotic cultures in the making of contemporary concert dance? What is the role of technology in the creation of modern dance? What are the effects of war and politics on the dancing body? Orientalism, the Africanist presence in Western concert dance, and the restaging of Native American dances by American choreographers will be addressed as part of the overall construction of American modern dance. Through response papers, in-class presentations, and an in-depth research paper, students will engage with significant issues contributing to the development of modern concert dance. Prerequisite: 102. This course is cross-listed as WGSS 301.	SCON

Women's, Gender & Sexuality Studies

Course Number/Term	Title/Instructor/Description	Designation
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Course Number/Term	Title/Instructor/Description	Designation
WGSS-100 Spring 2024	Introduction to Women's, Gender and Sexuality Studies <i>Schweighofer, Katherine</i> This course offers an introduction to central concepts, questions and debates in gender and sexuality studies from US, Women of Color, queer and transnational perspectives. Throughout the semester we will explore the construction and maintenance of norms governing sex, gender, and sexuality, with an emphasis on how opportunity and inequality operate through categories of race, ethnicity, class, ability and nationality. After an introduction to some of the main concepts guiding scholarship in the field of feminist studies (the centrality of difference; social and political constructions of gender and sex; representation; privilege and power; intersectionality; globalization; transnationalism), we will consider how power inequalities attached to interlocking categories of difference shape key feminist areas of inquiry, including questions of: work, resource allocation, sexuality, queerness, reproduction, marriage, gendered violence, militarization, consumerism, resistance and community sustainability.	SCON
WGSS-202 Spring 2024	Political Economy of Gender <i>Kongar, Mesude</i> Political Economy of Gender adopts a gender-aware perspective to examine how people secure their livelihoods through labor market and nonmarket work. The course examines the nature of labor market inequalities by gender, race, ethnicity and other social categories, how they are integrated with non-market activities, their wellbeing effects, their role in the macroeconomy, and the impact of macroeconomic policies on these work inequalities. These questions are examined from the perspective of feminist economics that has emerged since the early 1990s as a heterodox economics discourse, critical of both mainstream and gender-blind heterodox economics. While we will pay special attention to the US economy, our starting point is that there is one world economy with connections between the global South and the North, in spite of the structural differences between (and within) these regions. For ECON 230: ECON 111 (ECON 112 recommended); For SOCI 227: SOCI 110 or ECON 111; For WGSS 202: none (ECON 111 recommended)	SCON
WGSS-301 Spring 2024	Dance History Seminar: Modernism and the Body <i>Skaggs, Sarah</i>	SCON
WGSS-310 Spring 2024	Immigration Politics: Gender, Race and Sexuality in Contemporary Migration <i>Oliviero, Kathryn</i> Why do global controversies over immigration so often center on migrant women's fertility and their children's access to government benefits? Why do some countries accept LGBTQ migrants but deny them the right to adopt, use assisted reproductive technologies, or extend citizenship to their children? How are efforts to limit marriage-and-family based migration racialized and cla	SCON

Course Number/Term	Title/Instructor/Description	Designation
	<p>ssed? What are the gendered implications when nurses are a country's central export? Could building a border wall or sending refugees back stop unwanted immigration? This course examines how intersecting gender, sexual and ethnic hierarchies shape and are shaped by immigration. Applying insights from feminist and queer theories of migration, students will explore how the gendered processes surrounding immigration craft concepts of nation, borders and citizenship. Readings and films examine how racial and sexual norms are renegotiated through the selection and regulation of immigrants. Central to our investigation is how transnational and economic forces compel migration, reshaping understandings of national belonging, workplaces, and family in the process. We will particularly consider how migrants negotiate multiple marginalizations, and in turn refashion understandings of community, identities, culture, and politics. An interdisciplinary framework combines sociological, historical, legal, activist, media, literary and artistic accounts. Prerequisite: One WGSS or SOCI course, or permission of instructor; not appropriate for first-year students. Cross-listed as SOCI 310.</p>	

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